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An Internal Marketing Study of Service Encounters between Managers and Caddies in the Chinese Golf Industry

Hua Yang

A thesis submitted in partial fulfilment of the requirements of
the University of Northumbria at Newcastle for the degree of
Professional Doctorate

Research undertaken in Newcastle Business School and in
collaboration with the Chinese golf industry

December 2008

Abstract

Golf does not have a long history in China, only being played in the last 20 years, and has been the subject of limited research. However, Chinese golf clubs have developed very fast and it is worthy of further research. The author worked in a Chinese golf club before she came to UK. She perceived there was a less than harmonious manager-employee interaction in the club, and the morale of employees was not high. It has been accepted the importance of enhancing the satisfaction of employees, especially customer-contact employees as they can significantly and positively influence customers' satisfaction. In order to improve satisfaction of customer contact employees—caddies, this research explores the role of caddy managers in internal service encounters between them and their caddies in the Chinese golf industry from an internal marketing perspective. The reason for adopting an internal marketing perspective is to create a service culture and help to establish customer consciousness.

This research aims to explore the role of caddy managers in internal service encounters from an internal marketing perspective. This research is based on the following conceptual frameworks: internal marketing, service encounters, the symbolic interactionist perspective of role theory, and defining situation because a service encounter cannot take place in a vacuum, and must take place in a specific situation.

From an internal marketing perspective, caddy managers are treated as their caddies' internal service providers, the process of constructing caddy managers' role is actually the process of constructing internal service quality. Thus it is vital to review literature on service quality. The two prominent models on service quality: the Nordic Model of service quality and the SERVQUAL model are adopted as the theoretical frameworks for this research.

This research employs Crotty's four elements (epistemology, theoretical perspective, methodology and methods) to justify its soundness. Taking the social constructionist epistemology, this research seeks to understand the meaning constructed by manager-employee interactions and how these meanings have led to specific internal service encounter behaviour. The interpretivists' paradigm embedded in symbolic interactionism is adopted as the theoretical perspective. Qualitative case study methodology, critical incident technique and storytelling are used as the research methods to collect data. In order to make sense of the data, narrative analysis is used to interpret the constructions of managers and caddies from their interactions. This study included 23 participants (four caddy managers and 19 caddies) from two Chinese golf clubs. It has yielded 59 internal service encounters categorised into four types, covering most of the situations where interactions between caddies and their managers take place.

The nine dimensions were found to construct the role of caddy managers in internal service encounters between caddies and caddy managers. They are *reliability*, *responsiveness*,

assurance, empathy, communication, consideration, fairness, recognition, and flexibility. Due to the specific research context, they have some differences from and similarities to the five dimension of the SERQUAL model and the seven criteria of the Nordic model of service quality. Further, an onion model of the role of caddy managers in internal service encounters was developed that could help the manager to understand their role in interacting with caddies, and to improve their service quality to caddies.

This research has contributed to professional practice. In that it could help to improve golfers' satisfaction by improvement of caddies' satisfaction; and it uses the internal marketing perspective to help organizations to develop service orientation culture.

This research has also contributed to theory. That is, it explored service encounters from two perspectives (the view of service providers and of customers), since most studies have been undertaken from one perspective; no researchers have studied internal service management in the Chinese golf industry and this study addressed this research gap.

Acknowledgement

This thesis could not have been completed without the help and support of many people who are gratefully acknowledged here.

I would like to thank the two Chinese golf clubs involved as well as the participants, for their insights and trust given to me.

I am deeply grateful to my current supervisors Mr. Nigel Coates and Walter Fraser whose help, suggestions and support assisted me throughout this hard research journey. I wish to take this opportunity to acknowledge and thank them for their tremendous support and guidance in my research. I am also grateful to my previous supervisor professor George Stonehouse for his help and support in the first two years of my DBA study.

I wish to thank Naomi Standen and Mike Harison. They proofread my work with patience. Without their help, I would not have enough confidence to submit my thesis.

I wish to thank the tutors of the DBA teaching blocks who offered me valuable knowledge and ideas to meet the immense challenge of completing this thesis.

I would also like to thank the administrative staff in the NBS research office, the NBS research committee and the University graduate school for their help and support including organizing research training sessions and the Turkey research summer school, and funding me to attend conferences.

I particularly wish to thank my husband Peng. He enabled me to complete this work not only with his patient love but also with his comments and suggestions on my research. He is my best critical friend in the NBS doctoral research community. Thank you for everything.

Finally, I would like to thank my family: my mum, dad, sisters, brothers, mother-in-law, father-in-law, sister-in-law, brothers-in-law, nieces and nephews, for all of their love and support they have provided for me.

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Declaration

I declare that the work contained in this thesis has not been submitted for any other award and it is all my own work.

Name : Hua Yang

Signature

Date : 23 December 2008

Chapter One: Introduction

1.1 Introduction

Customer satisfaction has dominated much of the recent service literature because greater customer satisfaction would in turn lead to repeat purchases and positive word-of-mouth communications; resulting in greater market share and higher profits for the service firm (Rogers, Clow & Kash, 1994; Oliver, Rust & Varki, 1997; Olorunniwo, Hsu & Udo, 2006; Walker, Johnson & Leonard, 2006). Many researchers (Berry, 1981; Hales, 1994; Barnes & Morris, 2000; Hogg & Carter, 2000; Ahmed & Rafiq, 2002; Chen *et al.*, 2006) have argued that employees' satisfaction, especially customer-contact employees' satisfaction has a positive and statistically significant relationship with customers' satisfaction in general. Customer-contact employees and customers are interactive, and customer satisfaction is influenced by the attitude of service providers. Employee satisfaction or morale will directly translate into higher levels of customer satisfaction with the service experience (Burke, Graham & Smith, 2005). The positive climate of the organization will be exposed to the customer through higher levels of employee satisfaction (Uhlrich *et al.*, 1991). That is, customer-contact employee satisfaction can significantly influence customer satisfaction. Whilst employees and HR professionals agree that compensation and benefits are important to employee job satisfaction, HR professionals note there are other more important factors, such as relationships with immediate supervisors, management recognition of employee job performance, and communication between employees and senior management ('HR focus new briefs,' 2005). That is, the interaction between employees and managers can significantly influence employee satisfaction, especially the role of managers in their encounters. So in order to improve employee satisfaction, especially customer-contact employees' satisfaction, it is necessary to explore internal service encounters between customer-contact employees

and managers. This research explores the role of caddy managers in internal service encounters between caddies and caddy managers from an internal marketing perspective.

Chapter one provides readers with an overview of this research. It begins by explaining the interest in the research area, then introducing the research context — the Chinese golf industry. Next, the aim and objectives are detailed followed by brief review of literature related to this research. Then, the epistemology, theoretical perspective, methodology and methods employed in this research are explicated. Subsequently, this chapter explains the scope of this study and provides justification for this study. An outline of the chapters will then follow.

1.2 Interest in Research Area

This research grew out of the author's interest in internal marketing subsequent to her experience, before coming to the UK, of working in a Chinese golf club where she perceived less than harmonious manager-employee interaction. The golf club sought to focus on developing new customers and meeting customer satisfaction. Meeting internal customer (employees) satisfaction is an important factor to influence external customer satisfaction (Burke, Graham & Smith, 2005). However, the organisation in question seemed to neglect the employees' satisfaction and, in the author's view, the morale of employees was not high. The initial interest of the author came from this experience.

The author's current research was, initially, an attempt to investigate the relationship between internal communication and customer satisfaction and tried to show how internal communication can help improve customer satisfaction so that it can persuade the management team to give attention to internal communication and improve employee satisfaction in order to attain customer satisfaction in Chinese golf industry. Because internal communications and customer satisfaction are separate but related issues, service quality was

brought in as a bridge to link internal communication and external customer satisfaction. That is, the author tried to investigate the relationship between internal communication, service quality and external customer satisfaction. However, since this research included three topics internal communication, service quality and external customer satisfaction, it would have been too ambitious for the author to pursue. In order to penetrate deeply, the research is narrowed to just focusing on the interaction between the management team and employees.

According to basic assumptions of internal marketing, the management team can be seen as an internal service provider, and employees can be seen as internal customers. The dyadic interaction between an internal customer and internal service provider is the internal service encounter (Gremler, Bitner & Evans, 1995). Thus, this research focuses on internal service encounters between managers and employees in Chinese golf industry. One more reason to undertake this study is that in the past research on the Chinese golf industry has not been undertaken, since as a new industry, it has developed very rapidly. In the next section, more details on the Chinese golf industry are introduced.

1.3 Chinese Golf Industry

Golf does not have a long history in China, only being played in the last 20 years, and has been the subject of limited research. However, with a golfing population of over one million players, this industry is growing rapidly and now has over 220 golf courses open and 500 under construction or planned to be built (Liu, 2006). According to the statistics from APGC (Asia Pacific Golf Confederation), China has already invested 4 billion USD in golf courses. Hence this research could potentially make a valuable contribution to business practice in a growing business sector.

Golf is a luxury sport in China and the cost is far beyond most people's means. Fees are very expensive. For example, in 2005, typical fees for a visiting customer (non-member) to play in a 18-hole round in Beijing was about 780 yuan (£64) (China.com.cn, 2005). The annual per capita disposable income of urban residents in Beijing was 17,653 yuan (£1,458) ('Beijing residents see disposable income grow in 2005,' 2006). The average disposal income was about 1,471 yuan (£121) per month in 2005. Hence one round of golf would cost more than half the average monthly income. As well as being a sporting activity, golfing is actually a platform for social intercourse between top business people in China. Golfers can talk business or develop their relationships during the game. Playing golf is also regarded as symbol of high social status. This phenomenon differentiates the Chinese golf industry from western golf industry. In China, customers choose caddy service not only because they can afford it, but also it is symbol of their noble identity. In addition, Chinese golfers have little awareness of the need to mend divots, etc by themselves during games, so the clubs need caddies to smooth the green immediately when it is damaged. Hence, Chinese golf clubs encourage customers to choose caddy's service. Thus, caddies are the main customer-contact employees in the Chinese golf industry.

1.3.1 Caddies in Chinese Golf Industry

As stated previously, the satisfaction of customer-contact employees can greatly influence customers' satisfaction. In order to improve customers' satisfaction, the satisfaction of customer-contact employees needs to be improved. Thus, it is necessary to clarify who customer-contact employees are. Customer-contact employees can also be called frontline employees. They are *"the individuals employed by a service business who are in direct contact with the client; for example, the personnel at the reception desk of a hotel, bank*

tellers, air flight hostesses, etc.” (Eiglier *et al.*, 1977, p. 91). As stated previously, caddies are main customer-contact employees in Chinese golf clubs.

A caddy is an attendant who carries the golf clubs for a player. However, according to the caddy manager Maijia from The Old Course of St. Andrews in Scotland (Rogerge, 2007), caddies know how to play golf; they not only carry the golf clubs and pick up balls for players, but also have to learn to judge the fairway and distance, are able to select and recommend the right club for the customer, have to know the condition of the golf course and green. In addition, in order to assist the player, they need excellent observation and communication skills. In short, a caddy is not only an attendant for the golf player, but also an assistant and psychologist.

Caddies in western golf clubs have different characteristics than those in Chinese golf clubs.

In western countries, most golf caddies are self-employed and are paid by the customers. For example, in St Andrews, if caddies are seeking customers, they will go to the caddies’ shed at a club, and put their name on a list, and the caddy master will arrange for them to serve customers. When they serve a customer, they pay one pound to the club. The relationship with the club is not very close. Caddies are golfers and they need not be trained by the club. The caddies’ job is flexible. For most caddies, the job is not a career, but is for money. Caddies normally consist of two kinds of people: young people such as students; or old people. However, there are exceptions. Some caddies are hired by the top, world travelling golfers, and they have a professional career as such.

Unlike those Western golf clubs, Chinese caddies have the following four unique characteristics.

Firstly, all of them are employed by the golf clubs. As mentioned above, both customers and golf clubs have their use for caddies, so caddies are very popular and they are the main customer-contact employees in the Chinese golf clubs. They are managed by the club and have to obey the rules of the club. If they break the rules, they are likely to be fined.

Secondly, most of caddies are young people, especially young women who come from the countryside. Thirdly, the new caddies know nothing about golf. Before they serve customers, they have to attend training sessions held by the golf club, on golfing skills and how to help customers to golf. Normally, while they are being trained, they don't get any pay. Fourthly, most clubs provide free food and accommodation for caddies. It can be seen that caddies in the Chinese golf industry are very closely tied to the clubs. In addition, according to 'Golf caddies of China revelation' (Yang Cheng Evening, 2007), 70% of caddies have no basic pay, and caddies' income mainly comes from two aspects. Firstly, there is service fee from the club. That means, when a caddy serves a customer, the club will pay a fixed amount of money to caddy. Secondly, there are tips paid by customers. Normally, the club suggests to the customer the amount to tip. So most of the time, customers pay tips as the club suggestion, for example, if a customer plays 9 holes, they might tip RMB50 (£4), and if they play 18 holes, he might tip RMB100 (£8).

As mentioned previously, in order to improve the satisfaction of customer-contact employees, this research explores the role of their managers in their internal service encounter. Since caddies are the main customer-contact employees, this research actually explores the role of caddies' managers in the internal service encounter between themselves and caddies. Thus it is necessary to define caddy managers.

1.3.2 Caddy Managers in Chinese Golf Industry

In the Chinese golf industry, as internal customers, caddies have two kinds of internal service providers: back-room staff and the management team. This research explores the internal service encounters between caddies and their managers, since they can significantly influence the caddies' motivation. Thus we need to discuss the caddy management team.

In a Chinese golf club, the caddy management team generally have three working functions to ensure the quality of the service that caddies provide:

- Training — since caddying is skilful work, they need a long period of training, say two months, before they start their job. The management team is responsible to provide them with training. Most clubs call the training manager the Supervisor.
- Managing — supervising caddies' routine work. The person who takes this role is also called a supervisor.
- Monitoring — checking the caddy's job on the course. The people who do this job are called marshals.

So normally there are three caddy managers who have direct contact with caddies and manage the caddies and each of them takes one of the roles above. However, there are exceptions in some clubs. For example, in club A (selected as one of the research companies), the author found that there is only one caddy manager, and he takes all three of roles himself.

According to section 1.1, the interaction between employees and managers can significantly influence employee satisfaction. So in order to improve caddies' satisfaction, this research explores the role of caddies' managers in the internal service encounter between caddies and caddies' managers.

1.4 Research Aim and Objectives

The aim of this research is:

To explore the role of caddy managers in internal service encounters between caddy managers and caddies in the Chinese golf industry from an internal marketing perspective.

In achieving the aim of this research, the author hopes to make recommendation for improving the management of the internal service encounter, internal service quality and employees' satisfaction.

The aim is to gain insight into construct the role of caddy manager in the internal service encounter of person-to-person interaction between caddy managers and caddies by the situation definition and situational roles (i.e. role expectations of caddies and role responses of caddy managers) from an internal marketing perspective. It means caddies' managers are treated as internal service providers and caddies as internal customers. More specifically, the research question is:

How is the role of caddy managers constructed in the internal service encounters between them and their caddies?

This research is undertaken from the perspective both caddy managers and caddies. The research aim is supported by the following three specific supporting objectives:

1. To explore the situations of internal service encounters between managers and caddies in the Chinese golf industry.
2. In each internal service encounter situation, to explore the role of managers from dyadic perspectives (managers perspective and caddies perspective)

- What is the role expectation, i.e. what expectations do caddies have of the manager role?
 - How do managers respond to these expectations (role response)?
3. To develop a model that helps managers to understand their role and construct their role, in order to improve their internal service quality to caddies.

1.5 Literature Review

Chapter two will review past literature in details. What is present here is an overview of the past literature on service situation and service quality and of the conceptual frameworks adopted in this research.

1.5.1 Service Situation and Service Quality

The review starts by considering the general principles of service management and then moves to a critique of current literature.

A service encounter can not take place in vacuum and should take place in a specific, concrete and well-known situation. In an external market, there are various concrete (as opposed to abstract) themes for service encounters. Based on their common characteristics, some researchers (Zeithaml & Bitner, 2000; 2003) categorize them and generalize them to four common situations: recovery—employee response to service delivery system failures; adaptability — employee response to customer needs and requests; spontaneity — unprompted and unsolicited employee actions; coping —employee response to problem customers. Little research has been applied to these four abstract situations of internal service.

Davis (1993) classifies three kinds of situations for internal service: *routinised workflow*; *support service and advice*; and *audit/evaluative services*, and they are focused on internal service between departments. Service within departments may be different from the service between departments (Marshall, Baker & Finn, 1998), and so this needs to be explored as well. Thus, this research attempts to classify the service situation within a department between managers and employees, since managers would be challenged to understand the needs and expectations of their employees, then subsequently modify and adapt internal services to match the needs of their employees (Cannon, 2002).

Normally, producing and consuming the service are the same process as that of interaction between service provider and customer (Svensson, 2004). In this process, the service is produced and provided by the service provider, and is effectively the construction of the role of the service provider. The service quality construct could be decided by the role of service provider construct. It can be argued the construct of the service provider's role is the same construct for service quality. Exploring the role of the internal service provider means exploring the construction of service quality in the internal service encounter. Thus, the literature on service quality needs to be reviewed and discussed.

There are two popular models on service quality: the Nordic Model and the SERVQUAL model.

The Nordic Model of service quality was proposed by Gronroos (2007) and consists of the seven criteria of good perceived service quality (figure 2.4): *professionalism and skills*, *attitudes and behaviour*, *accessibility and flexibility*, *reliability and trustworthiness*, *service recovery*, *servicecape*, and *reputation and credibility*.

Gronroos argued that professionalism and skills is an outcome-related and thus a technical quality dimension. Reputation and credibility, is image-related, thus fulfilling a filtering function also called corporate image. Attitudes and behaviour, accessibility and flexibility, reliability and trustworthiness, service recovery, and servicecape, are categorized as process-related and represent the functional quality dimension. Thus, according to Gronroos, service quality is constructed by three dimensions: technical quality dimension, functional quality dimension and fulfilling a filtering function and they consist of the above seven criteria. (Chaston, 1994; Brooks, Lings & Botschen, 1999; Frost & Kumar, 2000; Lings, 2000). So far, there has not been research undertaken, using the Nordic model in internal marketing.

SERVQUAL assesses gaps between customer expectations and perceptions on the five dimensions: reliability, responsiveness, assurance, empathy and tangible (Parasuraman, Zeithaml & Berry, 1988; Cook & Thompson, 2000): Service quality is measured by subtracting customer perception scores (P) from customer expectation scores (E). The more P exceeds E, the better the service quality. Conversely, if P is less than E, the service quality may be regarded as poor.

However, the five dimensions might be unstable, and the service dimensions may depend on the specific service context (Cook & Thompson, 2000; Jiang, Klein & Crampton, 2000).

Similarly, for the Nordic model on service quality, *"in various industries and for various customers certain criteria are more important than other...there may in specific situations be other determinants of good quality that are not covered by these criteria"* (Gronroos, 2007, 90).

In addition, both models do not define the service situation and which dimensions are adopted in which kind of situation is not addressed.

Thus, this research will first define the situation of the internal service encounter, and then explore how to construct the service quality (the role of service provider) in each defined situation with the aim of contributing to the filling of the existing gaps in literature.

1.5.2 Conceptual Frameworks

This section focuses on the conceptual frameworks that this study is based on.

This research is to explore the role of caddy managers in internal service encounters from an internal marketing perspective. It indicates that this research needs to use the following concepts: internal marketing, service encounter and role. Furthermore, a service encounter cannot take place in a vacuum, and it should take place in a specific situation. It is necessary to identify and evaluate the situations in which the service encounters occur. Therefore, the concept of defining a situation is introduced. So, this research bases on the following conceptual frameworks: internal marketing by Ahmed and Rafiq (2002), service encounter by Czepiel, Solomon, Michael Surprenant and Gutman (1985), the concept of defining situations by McHugh(1968), and the symbolic interactionist perspective of role by Hewitt (1991).

Ahmed and Rafiq define internal marketing as “*a planned effort using a marketing-like approach directed at motivating employees, for implementing and integrating organizational strategies towards customer orientation*” (2002, p11). They suggest a ‘marketing-like approach’ can be used to direct employee satisfaction. So employees can be treated as internal customers, support staff treated as internal service providers. Czepiel et al.(1985) state that personal interaction between the customer and service provider (service encounters) is one specific form of human interaction. Although human interactions occur variably, they have distinguishing characteristics in the service context. Based on Czepiel et al (1985), in order to complete a certain task, the service encounter takes places in a context; this context is restricted by the nature and content of the service to be delivered; and the service encounter

requires well defined roles of service provider and customer. Solomon, Surprenant, Czepiel and Gutman (1985) argue that service encounters need to be understood from a dyadic perspective (from the service receiver's view and from the service provider's view) taking note of role performances, since each participant has a role to play as human interactors. That is, role theory is used to analyse service encounters. *"A role theoretic approach emphasizes the nature of people as social actors who learn behaviours appropriate to the positions they occupy in society. Although the 'actors' in a service setting may be very different individuals in their leisure time, they must adopt a relatively standardized set of behaviours when they come to work or enter the marketplace"* (Solomon *et al.*, 1985, p102). According to the opinion of Solomon *et al.*, in the service context, there should be a standard for enacting the roles of service provider and customer. However, service encounters are dynamic; no two service encounters are identical. Thus, it can be argued that the roles of service provider and customer cannot be enacted. The customer has an expectation of the service provider and the service provider responds to that expectation and makes his/her role. In different service encounters, there are different expectations of the service provider roles and different responses to those expectations. Role expectation is what the customer expects from the role of the service provider, that is, the service provider takes this role. According to role expectation, the service provider makes a role (i.e. responds to expectations) rather than enacting a role in response to the customer (role taking and role making will be further explained in section 2.4). It can be argued that role expectations and role responses are constructed by the interaction of service providers and customers. In addition, generally, role expectations and role responses are expressed through dialogue by some symbols such as language, gesture and other tools. So role expectations and role responses need to be researched from a symbolic interactionist perspective (Hewitt, 1991). A service encounter must occur in a definite time and place, that is, it happens in a particular situation. So it is

necessary to define the particular situation for a particular service encounter. The definition of the situation is a necessary component of orderly interaction, that is, it explains how and why the interacting parties do what they do, and problems with the definition will cause problems with the interaction (McHugh, 1968).

As discussed above, an organization can be seen as an internal market, so some frameworks applied in external marketing can be put to use in internal marketing. Therefore, in order to understand the internal service encounter behaviour of customer-contact employees and one kind of their support staff (their managers) from a dyadic perspective, this study has adapted and put together the work of (a) Ahmed and Rafiq (2002) on the internal marketing concept, (b) Czepiel *et al.* (1985) on service encounter concept, (c) McHugh (1968) concept of defining situations, and (d) Hewitt (1991) on symbolic interactionist perspective roles as the conceptual frameworks of this research.

1.6 Methodology of Research

Chapter three will deal with the research philosophy and methodology. What is presented here is an overview of the research methodology.

In order to ensure the soundness of the research and make its outcomes convincing, Crotty (1998) points out, there should be four basic elements of any research process. They are epistemology, theoretical perspective, methodology and methods.

The epistemology of this research is social constructionism. The aim of the research is to improve caddies' satisfaction in certain internal service encounters, and so caddies' satisfaction is constructed by caddies' managers and caddies. That is, caddies have some expectations of the manager, and the manager responds accordingly. This actually is the process of constructing the role of caddy managers in a service encounter. The role of caddy

manager is constructed by caddies and caddies managers through their interaction. This research seeks to understand the meaning caddies and caddies' managers construct during interaction and how these meanings have led to specific internal service encounter behaviours. The theoretical perspective of this research is an interpretivist paradigm that is embedded in symbolic interactionism. The researcher is attempting to interpret the meaning constructed by caddies and caddies managers through their behaviours such as verbal language and body language. Thus, the researcher needs rich and deep data and has adopted a qualitative case study research methodology to gain such data, by interviewing including critical incident technique (CIT) and storytelling.

In order to make sense of the data, narrative analysis is used to interpret the constructions of caddies and caddies' managers in their interactions.

1.7 Scope of Study

This study is set in the Chinese golf industry, targeting two different Chinese golf clubs. It looks into the person-to-person interactions between caddy and their managers, and explores how the role of caddy managers is constructed. As Shostack (1985) proposes, there are three different types of service encounters identified: remote encounters, phone encounters, and face-to-face encounter. Remote encounters mean encounters that occur without any direct human contact, because many services are being delivered through technology such as the internet. Phone encounters mean the service providers interact with their customer by telephone or mobile phone. Face-to-face encounters and phone encounters can be defined as person-to-person encounters; this is the same as Surprenant and Solomon's definition of service encounters (1987). Compared with remote encounters, person-to-person encounters between employees and customers are still the core of most services (Mattsson, 1994).

Therefore, this research concentrates on person-to-person service encounters to study interactions between caddies and their managers.

There are two kinds of internal service encounters for customer-contact employees: one is encounters with their managers and the other is encounters with back-room employees (Kang, James & Alexandris, 2002). This research has focused on encounters with caddy managers. This is because employees job satisfaction is significantly and positively influenced by managers understanding their needs and wants (Gounaris, 2008).

Internal service encounters between caddies and caddies' managers involve the construction of two roles: role of caddy managers and the role of caddies. In this research, the focus is on the construction of the role of caddy managers. The aim of this research is to improve the quality of the internal service encounter. Internal service quality construct is incorporates caddies expectation of their managers and their managers response to those expectations. According to symbolic interactionism role theory (Mead, 1934), the internal service quality construct is the caddy managers' role construct. So this research focuses on the role of caddy managers in internal service encounters. It is explored from both the caddies' perspective and the caddy managers' perspective.

When explaining constructing the role of caddy managers in internal service encounters, the research focuses on caddies' expectations and caddies managers' responses, how they defined the situations of their encounters, and how they felt about the outcome of their encounters. Thus, the author can understand what actually happened in the internal service encounter, and why the service encounter led to such an outcome. She also focuses on service encounters that are one-to-one interactions instead of interactions between two or more caddies with a caddy manager. This is because the service encounter is at an individual level and specific role expectations and role responses can be drawn on.

1.8 Justification for this Study

The Chinese golf industry as a new industry has developed very rapidly. However, in the past, there has been no research conducted in this sector. This is the reason that this research is set in this sector.

There is strong hierarchy consciousness and lack of service consciousness in Chinese organisations (Jacobs & Gao, 1995). This research is undertaken from an internal marketing perspective. The core of internal marketing is to satisfy employees by treating them as customers. By viewing employees as customers, internal marketing can develop and enhance a service culture in an internal environment. This research, undertaken from internal marketing perspective, can help Chinese organisations to reduce hierarchy consciousness and to develop service consciousness.

Although past research has acknowledged that a service encounter involved two parties, most of the studies have been carried out from one perspective — either service providers or that of customers (Svensson, 2006b). This research will fill this gap by exploring the role of managers in the internal service encounter from a dyadic perspective (the view of both the managers and of the caddies).

A model developed by this research can help organisations to understand the construction of the role of caddy managers, and manage internal service encounters, improving internal service quality and improve caddies' satisfaction accordingly.

1.9 Outline of Chapters

This thesis comprises of seven chapters, which are outlined and briefly described below.

Chapter one is the current chapter that introduced this research by detailing the research interest, setting the context of this research and specifying its aim and objectives. It also has briefly explained the conceptual framework that this research is based on and the research methodology that is employed to achieve its objective. It has indicated the scope of this study and presented justification for this study.

Chapter two provides a comprehensive review of the relevant literature such as service, internal marketing, symbolic interactionism role theory, and service quality literature, covering the supporting research and opinions that have shaped and refined the research question.

Chapter three is research philosophy and methodology. It addresses the rationale of the epistemology, theoretical perspective, methodology adopted in this research.

Chapter four explains the research design and data analysis technique. The reliability and validity of this research is also addressed in this chapter.

Chapter five analyses the data and presents the findings. This is followed by chapter six where discusses the findings in the light of the research questions and past research and gains the aim of this research.

Chapter seven closes by presenting conclusions. The contributions and implications of this study are put forth and recommendations for future research are made.

Chapter Two: Literature Review

2.1 Introduction

Chapter one has introduced the research, briefly touching on the research questions and the related areas of previous research. This chapter presents the literature in more detail, covering the supporting research and opinions that have shaped and refined the research question.

Since this research belongs to service marketing, it will first be necessarily to start the review with consideration of those aspects of service marketing that impact on the area of the research (i.e. what is service and the distinctive characteristics of services).

Due to the nature of service, services normally take place during service encounters. Hence it is important to give due consideration to service encounters and its category.

Since this research explores the role of managers in the internal service encounter from an internal marketing perspective, it is necessary to review the literature on internal marketing, internal service encounters and roles. As internal marketing is one of conceptual frameworks in this research, how internal marketing came to emerge from service marketing and become a concept will be explored. Since many researchers have explored the relationship between managers and employees from human resource management but this research is from an internal marketing perspective, these two perspectives will be compared. In addition, the reason that this research uses an internal marketing perspective is also addressed.

As stated previously, this research explores the construction of the role of manager in the specific situation of internal service encounters, so it is necessary to introduce the definition of situation and the role theory, and link these with this research. More specifically, the definition of situation (McHugh, 1968) and the symbolic interactionist perspective of role theory (Hewitt, 1991), as two conceptual frameworks that this research based are discussed

in this chapter. Exploring the role of managers actually is to explore the quality of the internal service that the manager provides to the caddies, so we will review the past literature on service quality as well such as the SERVQUAL model (Parasuraman, Zeithaml & Berry, 1988) and the Nordic model (Gronroos, 2007) of service quality.

This chapter consists of six sections: introduction, service, internal marketing, symbolic interactionist role theory, service quality literature and summary. Service including service definitions, service characteristics and service encounters will be discussed in the next section.

2.2 Service

2.2.1 Service Definitions

As consumers, we use services every day. Students go to school, and teachers provide services to them. We go shopping, and shop assistants provide services to us. There are many definitions of service, some examples of which are given below:

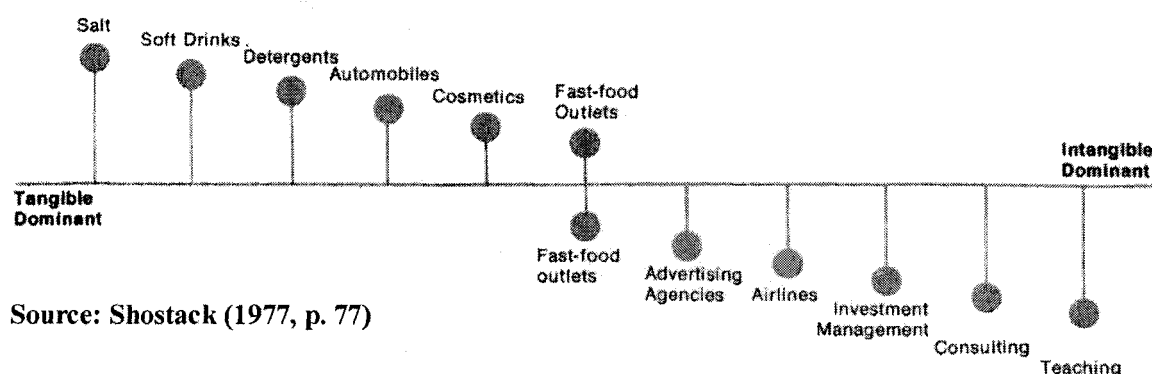
The Silvestro, Johnston, Fitzgerald and Voss, (1990, p54) definition is that *“service is usually the result of interaction between the customer and the service system, including the contact staff, equipment, service environment and facilities.”*

Gronroos (2000b, p48) defines it as a *“process consisting of a series of activities where a number of different types of resources – people as well as other kinds of resources – are used, often in direct interactions with the customer, so that a solution is found to a customer’s problem”*.

The Zeithaml and Bitner (2003, p3) definition is that *“service are deeds, process and performances”*.

Kotler and Keller (2006, p402) define it as “any act or performance that one party can offer to another that is essentially intangible and does not result in the ownership of anything. Its production may or may not be tied to a physical product”.

Figure2.1: Tangibility Spectrum



Source: Shostack (1977, p. 77)

From these definitions, it can be seen there is no single universally accepted definition.

However, there are some areas of commonalities. The above definitions highlight service as

interaction, process, deeds, performances and non ownership. It indicates service is

intangible (Bebko, 2000; Olorunniwo, Hsu & Udo, 2006). For example, teaching is classified

as a service since it is intangible. However, the teacher also distributes handouts to the

students, and handouts are tangible. In fact, very few service sectors are purely intangible.

Also very few manufacturing sector are purely tangible. For example, PC producers,

classified as manufacturing sector, also supply some intangible services such as warranties.

Hence, it quite normal for both service sector and manufacturing sector to include intangible

services and tangible products. However, in the service sector intangible services are

dominant but in the manufacturing sector tangible products are dominant. Shostack (1977)

developed a figure to comparing products and services on a continuum by tangibility and

intangibility continuum (figure 2.1).

Service businesses have increasingly fuelled the world economy and the service sector is now the dominant employment generator in the world economy (Kotler & Keller, 2006). In most Western countries, more than half of the gross domestic product (GDP) comes from the service sector. For example, in 2003, in the USA the value added to the GDP by services was 77% and in the UK 73% (Gronroos, 2007). In Asia, although the service sector has developed much later than in western countries, it has been developing very fast. In India, the service sector's contribution to GDP increased to 51.7% in 2004 (Roach & Stanley, 2005). In China, the development of the service sector is dramatic. For example, in 2003, the value added to the GDP by service was 31.9%, increasing by 8.8% to reached 40.7% in 2004 (Yang, 2005). Service industries are everywhere: the government sector such as courts, police and fire departments, the private nonprofit sector such as museums, charities and churches; the business sector such as restaurants, banks and hotels. Hence the service sector should not be neglected but is worthy of the researchers' attention. In order to research service, it is first necessary to be clear on the characteristics of the service. In the following section, the distinctive characteristics of services are discussed.

2.2.2 Distinctive Characteristics of Services

It is widely accepted that compared with tangible products, service has four distinctive characteristics: intangibility, inseparability, variability and perishability (Bebko, 2000; Gronroos, 2000b; Kotler & Armstrong, 2005; Kotler & Keller, 2006).

Intangibility: As discussed above, intangibility (Bebko, 2000) is a key difference between service and product. It is not normally seen, tasted, heard, or smelled before purchase. The customer can only get the service during the process of interaction between the customer and the service system – such as contact staff, equipment or facilities. The customers do not get ownership of the service.

Inseparability: services are produced and consumed at the same time and can't be separated from their providers. That is, the process of producing a service is linked to the process of consumption. Service providers and customers together construct service. So the outcome of service is affected by both providers and customers (Svensson, 2006d).

Variability: Since service takes place during the process of customers and service provider interaction, services depend on the service provider, service time, service place and the customer as well. Consequently a different service provider, service time, service place and customer will result in a different service. For example, a service to one customer is not exactly the same as to the next customer. Hence, services are variable (Jayawardhena *et al.*, 2007); Quality of services depends on who provides them and when, where, how and to whom they are provided.

Perishability: Since the service is produced and consumed at the same time (Gronroos, 2007), evidently services cannot be stored (Svensson, 2006d).

Due to the above service characteristics, the management of service and service quality becomes a complex issue and will be discussed in section 2.5.2. As discussed above, “*services are produced, distributed, and consumed in the interaction between the service provider and the service receiver*” (Svensson, 2006d); hence, managing service is the management of the service encounter since it is “the dyadic interaction between a customer and service provider” (Surprenant & Solomon, 1987). Service encounters are discussed in next section.

2.2.3 Service Encounters

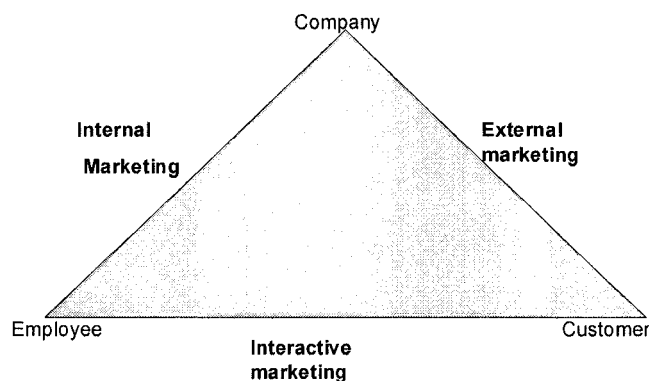
As mentioned above, Surprenant and Solomon (1987, p87) define the service encounter as “*the dyadic interaction between a customer and service provider*”. This definition focuses on

the service encounter as person-to-person encounters between a service provider and customer (Gremler, Bitner & Evans, 1995; Svensson, 2001; Svensson, 2006a; c). Shostack (1985) more broadly defines the service encounter as “*a period of time during which a consumer directly interacts with a service*” (p. 243). This definition does not limit the encounter to the interpersonal interactions between the customer and the service provider, and in fact it suggests that service encounters can occur without any human interaction element. For example, the customer may interact with the service provider’s physical facilities and other visual elements such as a vending machine or an ATM (automated teller machine).

As Shostack (1985) proposes, there are three different types of service encounters identified: remote encounters, phone encounters, and face-to-face encounters. Remote encounters mean, as previously discussed, encounters that occur without any direct human contact, because many services are being delivered through technology. For example, more and more service such as retail purchases and airline ticketing can be delivered via the internet. Phone encounters mean the service providers interact with their customer by telephone or mobile phone. Most companies rely on phone encounters in the form of customer service, general inquiry, or order-taking functions (Zeithaml & Bitner, 2003). Face-to-face encounters are the direct contacts between employees and customers and it is a very traditional and common mode, for example, the interaction between a shop assistant and a customer. It is quite common for a few service organizations to provide only one mode of service encounter, but most of them offer a mix of two or three modes of service encounter. It can be seen that face-to-face encounters and telephone encounters are person-to-person encounters in line with the definition of Surprenant and Solomon (1987). Compared with remote encounters, person-to-person encounters between employee and customer is the core of most services (Mattsson, 1994), and this research will focus on this area.

Due to the above four distinctive characteristics of services, it is more difficult for service companies to control service quality than tangible product quality. Normally the services are delivered by customer-contact employees. Since most of the service takes place in the service encounter between customer-contact employee and customer, customer-contact employees are the key factor influencing the service quality. Because of the emphasis on employees, especially customer-contact employees, service marketing requires more than just traditional external marketing, and also requires interactive marketing and internal marketing. In order to find a place for the service marketing requirement, many researchers (Gronroos, 1996; Kotler & Armstrong, 2005; Gronroos, 2007) agree there is a triangle for service marketing (figure 2.2), which represents a triad of marketing relationships: external marketing, interactive marketing and internal marketing.

Figure 2.2 The Service Marketing Triangle



(Gronroos, 2007, p62)

In this triangle, external marketing means traditional marketing including four Ps: place, price, product and promotion. This started to enter marketing textbooks in the 1960s, and became the dominant model in academic research. The aim of external marketing is to give promises to customers (Gronroos, 2000a; Zeithaml & Bitner, 2003). For service marketing,

the four Ps are also essential. However, it has been argued that these do not cover all the resources and activities that occur between the service provider and the customers (Gronroos, 1990; 1994; Zeithaml & Bitner, 2000; 2003). As previously stated, production, delivery and consumption processes of service are simultaneous. During these processes, the service encounter between the customer-contact employees and customers are the key to success for the service (George, 1990). However, the four Ps marketing mix does not highlight these processes and the importance of the people including employees and customers. That is, the four Ps mix focuses more on a static state, however, marketing is dynamic (Svensson, 2004; Boulding *et al.*, 2005). In order to highlight the dynamic state of services, the importance of people or participants including employee and customer, and interaction between them, the idea of interactive marketing was proposed. Interactive marketing emphasizes that keeping promises that have been given depends heavily on the interaction between buyer and seller during the service encounter (Gronroos, 2000a; Zeithaml & Bitner, 2003). Hence, interactive marketing mainly focuses on service encounters including people and process. In addition, because service is intangible, customers will often be looking for any tangible cue to help them evaluate service. The tangible cue is called physical evidence. In order to cover more resources and activities, service is extended from the four Ps to a seven Ps mix (Zeithaml & Bitner, 2000; 2003; Goi, 2007). That is, as well as the traditional four Ps, the service marketing mix includes people (some authors call it participant), process and physical evidence (Rafiq & Ahmed, 1995; Goi, 2007). And these 3Ps—people, process and physical evidence are more emphasised in interactive marketing. It can be seen these 3Ps are included in a service encounter. Since this research explores person-to-person service encounters, it focuses more on people and process.

The services marketing triangle above shows internal marketing is one type of service marketing. The function of internal marketing is to enable promises made to customers to be

kept (Gronroos, 2000a; Zeithaml & Bitner, 2003). The service firm must effectively train and motivate its customer-contact employees and supporting service people to work as a team to provide customer satisfaction. Normally, the outcome of service is constructed by customer-contact employees and customers (interactive marketing), since organizations normally deliver service through customer-contact employees. In order to improve customer satisfaction, the organisation needs to focus on customer-contact employees (Chen *et al.*, 2006). This is reflected in Gronroos statement that the objective of internal marketing is “to get motivated and customer-conscious personnel” (Gronroos, 1981, p237). In order to motivate customer contact employees and develop their customer-consciousness, this research attempts to explore the interaction between customer-contact employees and their managers from an internal marketing perspective. Hence, internal marketing is one of the conceptual frameworks in this research and is discussed further in the next section.

2.3 Internal Marketing

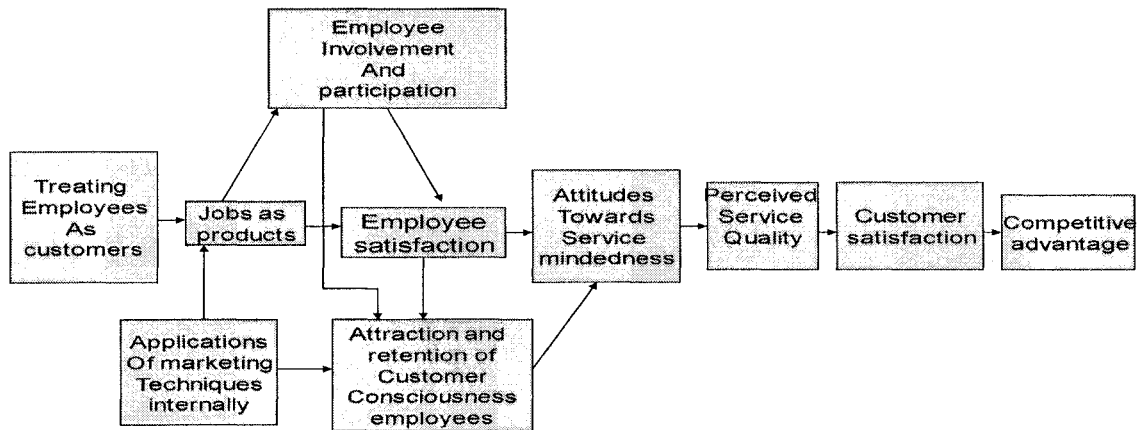
2.3.1 The Definition of Internal Marketing

Berry first proposed (1981) internal marketing as a solution to the problem of delivering consistently high service quality and defined it as to “*view employees as internal customers, viewing jobs as internal products, and then endeavouring to offer internal products that satisfy the needs and wants of these internal customers while addressing the objectives of the organisation*”(1981, p34). In order to understand this definition, firstly, we need to know what a customer is. “*A customer is an individual or group of individuals to whom you provide one or more products or service. You may receive goods or services in return or be paid through a third party who may also be your customer*” (Smith, 1997, p1). According to this definition, a customer is an individual or a group of individuals who receive goods or services, and they need to return some goods or services etc. to the service providers. It can

be argued that for both parties – customer and service provider – there must be a satisfactory balance of benefits from their exchange. That means a transaction is existed between a customer and their supplier. Actually, transactions between customer and supplier is not limited to goods, services, and money; they include other resources such as time, energy, and feelings (Kotler, 1972). Internal marketing views “the employees as internal customers”, and so employees have the quality of customers. The role of customer is meaningless without the service provider. Thus, it needs to be clarified in internal marketing who are internal service providers and who are customers, what they exchange, and what the respective benefits are for both parties from the exchange. Based on internal marketing assumptions, the internal service providers are every employee, and the internal customers are every employee as well. As Gummesson suggestion, *“everybody should see himself as a customer of colleagues, receiving products, documents, messages, etc from them, and he should see himself as a supplier to other internal customers. Only when the customers are satisfied—it is the satisfied customer that counts irrespective of whether he is external or internal-has a job been properly executed”* (1987, p17). Internal marketing underpins the internal customer-supply chain (Barnes, Fox & Morris, 2004), which is replayed in organisational interaction by every single employee. More specifically, on the vertical axis, the customer-supply chain goes from top management through middle managers, all the way down to shop-floor workers, on the horizontal axis, customer-supply chain also exists, going across employees from all departments. In the internal customer-supply chain, the upstream employees are service providers for downstream employees. Internal customers may have more than one internal supplier, and may in turn be an internal supplier to more than one internal customer (Lings, 1999). The internal products or services are the jobs of employees. For example, in a restaurant, a waiter/waitress asks the chef to cook a course for a customer and the chef has done it. In this case, the chef is an internal service provider, and the product he provided is

his job: cooking the food. It is obviously a benefit for the waiter/waitress that they got the product they wanted. To diners, the waiter/waitress is a service provider. In this supply-customer chain, both the chef and the waiter/waitress are different levels of service provider and they sell their jobs to their customers. As mentioned previously, all of the staff play two roles: service providers and customers. Organisationally, this hierarchy results in a network of relationships within which different collaborations evolve as a consequence of a multiplicity of interaction episodes. In short, it shows that in an organisation, an employee has the characteristic of a customer, so we can view employees as customers (Ing-San, 2005).

Figure 2.3 Berry's model of internal marketing (Ahmed and Rafiq, 2002, P14)



According to Berry (1981), internal marketing has two aims. The first is employee motivation and satisfaction. The key assumption underlying this concept is that in order to satisfy customers, the organization must satisfy employees, and personnel are the most important market of a service company. In a service company, what customers buy is service, and the quality of service is normally decided by the performance of customer-contact employees. From Berry's model of internal marketing (figure 2.3), it can be seen that internal marketing is designed to improve satisfaction and motivation by viewing employees as internal customer and trying to meet their wants and needs. It indicates internal marketing can create

employee satisfaction, which in turn creates customer satisfaction (Ahmed & Rafiq, 2003; Bruhn, 2003; Keller *et al.*, 2006). Thus, internal marketing has two benefits: customer satisfaction and employee satisfaction (Kotler, Bowen & Makens, 2003). The second aim of internal marketing is to apply an external marketing approach such as the marketing mix of four Ps, viewing employees as being in internal organisations, viewing employees as internal customers, and viewing jobs as internal products (Ahmed & Rafiq, 2002; Keller *et al.*, 2006). According to Ahmed and Rafiq, product refers to the job of the internal service provider. Under the plan, the manager sells marketing strategies, the values and attitudes needed to make the plan work, and training courses etc. to the employees. Price can refer to the cost to employees for gaining new knowledge (Keller *et al.*, 2006), such as the psychological cost. Promotion is effective communication to employees such as face to face communication and mass media advertising including newsletter. Place refers to the tools utilized to distribute products to internal customers such as meetings and conferences etc. In addition, in internal marketing, most of the internal product is intangible and is actually internal service. Since service marketing includes three more Ps physical evidence, people and process, as discussed previously, these three Ps can also be used in internal marketing. Memos, guidelines, training manuals and so forth can be treated as physical evidence. Obviously people refer to internal service providers and internal customers. Process refers to how the internal customer receives internal service. As discussed in Chapter one, since employee satisfaction, especially that of the customer-contact employees, has a positive relationship with customer satisfaction, this research explores employee satisfaction from the perspective of interactions between employees and their managers. Based on the internal marketing aims and assumptions mentioned above, this research focuses on the internal marketing perspective. That is, viewing customer-contact employees as internal customers, and viewing their managers as

internal service providers, it explores the role of employee's managers in the internal service encounters between employees and their managers.

However, some authors argue that there are some potential problems with the concept of "employees as customers" (Rafiq & Ahmed, 1993; Ahmed & Rafiq, 2002). For example, unlike the external marketing situation, the internal customer does not like the 'product' that the internal service provider sells, but he/she has no choice and has to buy it because of the contractual nature of employment. In fact, in external marketing, there are long term contracts as well, and here also it may be difficult for the customer to change service providers if they are not satisfied with the service. For example, in a university, students are the tutors' customers and tutors provide services such as teaching to students. If one student doesn't like the lectures of one tutor, it is difficult for him/her to change. In fact, whether customers are external or internal, they all have a zone of tolerance for a service (Zeithaml & Bitner, 2000). Maybe after the internal service provider explains and communicates, the internal customer can be tolerant of a service or product that they are not initially satisfied with. Some authors argue that the notion of 'employee as customer' also raises the question as to whether the needs of external customers have primacy over those of the employees. As a matter of fact, the object of internal marketing is to get motivated and customer-conscious employees (Gronroos, 1981), so external customers as end customers still have primacy over employees.

This research will apply an internal marketing approach to explore the role of caddies' managers in interaction between caddies and managers in the Chinese golf industry. Since "*A customer is an individual or group of individuals to whom you provide one or more products or service. You may receive goods or services in return or be paid through a third party who may also be your customer*" (Smith, 1997, p1), the managers provide the service—their jobs

to caddies, the caddies pay their psychological cost such as time and energy to their managers, so we can see the caddies are customers of their managers. Hence, we can explore the relationship between caddies and their manager from an internal marketing perspective. Much research explores the interaction between managers and employees from a human resource management perspective. This research prefers the internal marketing perspective rather than the human resource management perspective. The following sections explain the reasons why it adopts internal marketing perspective by comparing both perspectives, and also makes an argument from Chinese philosophy.

2.3.2 Internal Marketing and Human Resource Management (HRM)

The Boundary between Internal Marketing and HRM

Motivation of employees has traditionally been the realm of HRM. *“Human resource management is concerned with the set of decisions and policies, through which the organizations attract, recruit and motivate, reward and develop their employees. In addition it is concerned with the ways in which employment is terminated”* (Willman, 1989, p210).

From this definition, it can be seen that HRM focuses on task orientation, and the use of force and formal authority is considered to be valid HRM solutions to a problem.

“Internal marketing is attracting, developing, motivation and retaining qualified employees through job-products that satisfy their needs. Internal marketing is the philosophy of treating employees as customers...and it is the strategy of shaping job-products to fit human needs”

(Berry & Parasuraman, 1991, p151). From this definition, it can be seen that internal marketing focuses on people, and it consists of non-coercive action to induce a response within an organisation. Hence, the important distinction between HRM and internal

marketing is that the use of force or formal authority is not considered to be an internal marketing solution to a problem (Ahmed & Rafiq, 2002).

Links between Internal Marketing and HRM

The major objective of internal marketing is to motivate employees towards customer orientation. This requires a supportive management style, recruitment policy, training and planning procedures. So internal marketing is very dependent on supporting HRM policies if it is to succeed. Internal marketing can also be used by management to disseminate core organizational values throughout the firm. The core aim of internal marketing is to develop customer-conscious employees, treating employees as customers and the use of marketing techniques to attain these aims. So internal marketing constitutes a new culture - service orientation culture (Ahmed & Rafiq, 2002; Kotler, Bowen & Makens, 2003). It requires customer orientation to be at the centre of all the organization's activities. So HRM needs to align its activities to the needs of the external market as envisioned by the marketing function. Once HRM adopts a customer - orientated philosophy, it can begin to market its services to its internal users rather than waiting to be approached or relying on formal mechanisms (Ahmed & Rafiq, 2002). It can be argued that the human resource function and internal marketing are inseparable and work together to create both satisfied employees and satisfied customers (Kotler, Bowen & Makens, 2003; Ing-San, 2005).

Hence the focus of this research study will be the interaction between employees and managers via the internal marketing concept rather than via other concepts such as those from HRM which could be valid but are outside the scope of this study.

2.3.3 Reasons for Adopting the Internal Marketing Perspective for this Study

Compared with organisations from western countries, Chinese organizations have their own unique culture. The reason for adopting the internal marketing concept in this research will be addressed from the perspective of Chinese organisations' culture. In a Chinese organisation, there is a culture of hierarchy. Generally hierarchy comes from two aspects. One is from Chinese traditional philosophy — Confucianism (Jacobs & Gao, 1995). The Confucian patriarchal concept is “letting a king be a king, a minister be a minister, a father be a father, and a son be a son”. Three cardinal guidelines come out from this premise. It can be seen that rulers guide subjects, fathers guide sons, and husbands guide wives. In an organisation, it embodies the relationship of superiors and juniors — superiors guide juniors, and the juniors obey and are loyal to the superiors. The command economy has also enhanced this culture of hierarchy. It is well known that the command economy was the dominant model in the Chinese economy between the inception of the new China until the end of the 1970s. Under this economic system, the government guided organisations, and in the organisation, superiors guided juniors. This enhanced the consciousness of hierarchy. Although the Chinese economy has been changing from a command economy to market economy since the beginning of the 1980s (Wang, Zhang & Goodfellow, 2003), hierarchy consciousness still strongly exists in Chinese organisations. In an organisation, hierarchy consciousness has positive aspects because it advocates employee loyalty to the organisation and emphasises the importance of maintaining harmonious interpersonal relationships (Wang, Zhang & Goodfellow, 2003). But it has negative aspects as well. It advocates juniors obeying and being loyal to the seniors. Thus, the relationship between manager and employee are not equal, and the manager dominates the employees. Employees may blindly follow their manager's ideas and it may reduce the employees' judgement on how best to work. Hence,

hierarchy consciousness hinders employee autonomy and creativity. For example, in a commercial organisation, customer-contact employees should try to improve service quality and satisfy their customers. However, due to hierarchy consciousness, they may purposely try to satisfy and flatter the manager, rather than to think about how to improve service quality. In addition, employees are supposed to behave according to rank, and they are reluctant to present ideas that may lead to the improvement of the business (Jacobs & Gao, 1995). At the same time, it enhances the manager's self-centredness and sense of superiority. Thus, hierarchy consciousness weakens employees' activity, independence and the development of their potential to improve service quality and satisfy their customers. According to Jacobs and Gao (1995), the sense of hierarchy often destroys the sense of participation of employees, which is essential to the progress of a business. Johnston proved that an inappropriate culture is a barrier to improving external service quality (Johnston, 2008). Hierarchy consciousness, as an inappropriate culture, to some extent hinders Chinese organisations in improving service quality.

In order to improve service quality and satisfy customers, it is necessary to develop customer or service consciousness. Internal marketing is *"a planned effort using a marketing-like approach directed at motivating employees, for implementing and integrating organizational strategies towards customer orientation"* (Ahmed & Rafiq, 2002, p11). The core of internal marketing is to satisfy employees by treating them as customers to improve staff autonomy and creativity which in turn improves service quality (Ballantyne, 2000). At the same time, by viewing employees as customers, internal marketing can develop and enhance a service culture in an internal environment. In other words, internal marketing can develop customer-consciousness in the organization (Hogg & Carter, 2000). It can be argued that in order to enhance service quality and external market place performance, internal marketing enables employees to do 'the best possible work' and to provide 'the best possible customer

treatment' (Barness, 1989; Greene, Walls & Schrest, 1994). In fact, the ultimate goal of internal marketing is to create a service culture and help to establish customer consciousness (Zerbe, Dobni & Harel, 1998). Thus, one benefit of this research into the internal marketing concept is the development of a service culture in the organization. Internal marketing can reduce hierarchy consciousness and increase all staff's, especially managers', service consciousness. It also improves employees' activity, motivation and potential to improve external service quality. It can also improve top down and bottom up communications in an organisation (Ballantyne, 2000).

2.3.4 Managers and Customer-contact Employees

This section explains why and how internal marketing principles are a valid framework for a study of the relationship between managers and customer-contact employees.

Normally, service delivery depends on customer-contact employees and the service quality is significantly influenced by the attitude and behaviour of customer-contact employees when they encounter with their customers (Hartline & Ferrell, 1996). Therefore, many researchers have explored how to effectively manage their customer-contact employees from the perspective of manager-employee interface. The manager-employee interface deals with the activities involved in managing the response of the customer-contact employees. Kotler et al (2003) argue that if management expects employees' attitude to be positive towards the customer, management must have a positive attitude towards both customers and the employees. Managers want employees to understand the customers needs and to satisfy them. Managers must in turn, understand employees' needs and increase their level of job satisfaction. This can be addressed by using internal marketing concept to treat customer-contact employees as a vehicle to satisfy the external customers. This is because internal marketing has two principles:

2. It is important to satisfy employees' needs before the company can satisfy the needs of its customers; and
3. the rules that apply in the company's market are, by analogy, relevant for its internal-market too.

The satisfaction of customer-contact employees with the firm as internal customers can be significantly influenced by encounters experienced with internal service providers (Gremler, Bitner & Evans, 1995; Gounaris, 2006). This indicates that the role of the managers in interactions between customer-contact employees and themselves are very important in facilitating employees' job satisfaction.

Thus, as mentioned previously, this research will explore the role of managers interactions with customer-contact employees from an internal marketing perspective. A dyadic interaction between internal service provider and internal customer is an internal service encounter (Gremler, Bitner & Evans, 1995). Hence, this research explores the role of managers in the internal service encounters between managers and customer-contact employees. Therefore, it is necessary to first discuss the internal service encounter in more detail.

2.3.5 Internal Service Encounter

Internal marketing requires us to *"view employees as internal customers, viewing jobs as internal products that satisfy the needs and wants of these internal customers while addressing the objectives of the organisation"* (Ahmed & Rafiq, 2002, p10). It can be seen that employees are viewed as internal customers by the internal marketing perspective. In section 2.3.1, it was explained that employees can be treated as internal customers since they have the characteristics of customers.

A dyadic interaction between internal service provider and internal customer is an internal service encounter (Gremler, Bitner & Evans, 1995). As mentioned in section 2.2.2, three types of service encounters have been identified: remote encounters, phone encounters, and face-to-face encounter. It can be argued that there are three types of internal service encounters. Remote encounters refer to services which take place without any direct human contact, such as notice board. Phone encounters are where internal service providers and internal customers make contact by telephone or mobile phone. Face-to-face encounters are the direct contacts between internal service provider and internal customers. Phone encounters and face-to-face encounters can be called person-to-person encounters. As mentioned in section 2.2.3, this research mainly focuses on person-to-person internal service encounters. In the remainder of this thesis, when we mention service encounters, we mean person-to-person service encounters.

In a service encounter, the roles of the customer and service provider are constructed (Czepiel *et al.*, 1985; Solomon *et al.*, 1985; Guirguis & Chewing, 2005). Since this research focuses on the role of internal service providers — caddy managers, it is necessary to discuss role theory. A role is constructed in a specific situation and the researcher is a symbolic interactionist (it will be explained in the next chapter). Situation definition (McHugh, 1968) and symbolic interactionist role theory (Hewitt, 1991), two of the conceptual frameworks this research is based on are explained in the next section.

2.4 Role Construction in Internal Service Encounters — Situation Definition and Symbolic Interactionist Role Theory

As discussed previously, a service encounter can not take place in vacuum but in specific, concrete and well-know situations. McHugh (1968) argues that the definition of the situation

is a necessary component of orderly interaction. Failure in definition of the situation will cause failure in interaction. In other words, the concept of situation definition explains how and why the interacting parties do what they do. For example, the situations of a caddy encountering her supervisor, encountering her customer, and encountering her friends are different, so her behaviours could be different.

A role is “*a cluster of duties, rights, and obligations associated with a particular social position (or, as it may be called, status)*” (Hewitt, 1991, p93). Position terms of organized groups include examples such as “teacher”, “student”, “man” and “woman”. To use the term role is necessarily to refer to interaction: there can be no “teacher” without “student”, no “man” without “woman” (Stryker & Statham, 1985). That means, any position assumes a counter position, and role assumes a counter role. An actor can play different roles in different situations. This means that role is actually a situational role. For example, when a man with staff, goes to work, his staff see him as a manager; when he goes back home, his wife sees him as her husband; when he goes to see a doctor in the hospital, he is a patient. However, playing a role is dynamic and how an actor plays their role is decided by the specific script — the specific situation and what they understand of the role that is expected from others. The symbolic interactionist conception of role is defined as a perspective from which conduct is constructed (Hewitt, 1991). This can be explained more specifically by examining the three basic premises of symbolic interactionism (Blumer, 1969, p2).

The first one is “*that human beings act toward things on the basis of the meanings that these things have for them*” (Blumer, 1969, p2). That is, the conduct of people’s interaction takes place in a situation, it can not occur in a vacuum (Hewitt, 1991). From this premise, it can be understood that for any service encounter to occur and for the actors to play their roles they need a context. This context also can be understood as a situation which embodies why they

play such roles and how they play. That is, the situation makes sense of their roles. As discussed above, role is actually situational role.

The second premise is “*that the meaning of such things is derived from, and arises out of, the social interaction that one has with one’s fellows*” (Blumer, 1969, p2). In role theory this premise means role taking. Role taking is “*the process wherein the person imaginatively occupies the role of another and looks at self and situation from that vantage point in order to engage in role-making*” (Hewitt, 1991, p98). It is actually to take the role expected of you by others. For example, a man is labelled as a manager in a company. That is, he takes the role of manager from others and Mead (1934) calls this “me”. He defines himself as a manager from others’ expectations, and he imagines what others such as his employees expect, and how he should perform as a manager in a defined situation of internal service. In order to easily understand role taking, it can be called role expectation as well, since it is defined in relation to others’ expectation.

The third premise is “*that these meanings are handled in, and modified through, interpretative process used by the person in dealing with the things he encounters*”. In fact, it is role making and Mead (1934) calls it “I”. Role making is “*the process wherein the person constructs his or her own activity in a situation so that it fits the definition of the situation, is consonant with one’s own role, and meshed with the activity of others*” (Hewitt, 1991, p98). It is the process of making a role according to others’ expectation and one’s own self understanding in a defined situation. In other words, the manager has a role expected of him/her by the caddies and adopts it as far as possible, but will modify that role according to his/her perception of the situation and what he/she believes the role should involve under the circumstances.

Mead (1934) distinguishes the “I” and “me” as the following: the ‘I’ is the response of an individual to the behaviour of the others; the ‘me’ is the organised set of behaviour of others which one himself/herself assumes. The behaviour of the others constitute the organised ‘me’, and then one reacts toward that as an ‘I’.

Role taking—“me”, and role making—“I”, are inter-linked and collaborate to construct a role of an individual (Hewitt, 1984). Because the role expectation from others (“me”), “me” needs to be understood by “I”, so there may be some difference between “me” and what “I” understand “me”. Thus, “I” may modify the role expectation and respond to “me”. In this way, the role of an individual is constructed by “me” and “I”. In fact, role making means to construct a role according to role expectations and self understanding. In order to easily understand “I” (role making) we can call it role response.

It can be argued that in order to explore a role such as the role of internal service provider in an internal service encounter, we should firstly define the situation of the service encounter, secondly, understand the role expectation from others such as internal customers, and thirdly explore how to respond to the role expectation. Since “I” modify role expectation from others and make the role, in order to better understand the role of internal service provider, it is necessary to explore it from two perspectives: the perspective of internal service provider and that of internal customers.

In an organization, normally there are three kinds of person-to-person internal service encounters: interactions between customer-contact employees and managers, interactions between customer-contact employees and back-room employees, and interactions between back-room employees and managers (Kang, James & Alexandris, 2002). As mentioned previously, this research focuses on internal service encounters of managers as internal service providers and customer-contact employees as internal customers. More specifically, it

explores the role of managers from the point of view of role expectation and role response in the internal service encounter between managers and customer-contact employees. Based on symbolic interactionist role theory, firstly, we need to define the situations of the internal service encounters. Secondly, we need to explore what the customer-contact employees expect the role of managers to be in a defined situation, and thirdly, we need to explore how the managers respond to their role in the interaction with the customer-contact employees. Since the role of managers in a service encounter is constructed by two actors — manager and customer-contact employee, it will be explored from this dyadic perspective. In order to carry on this research, it is essential to review the past literature related with these topics.

2.5 Literature on Service Situation and Service Quality

Normally, producing and consuming the service are the same process as that of interaction between service provider and customer (Svensson, 2004). In this process, the service is produced and provided by the service provider, so it can be understood that this process is also the process of constructing the role of the service provider. The service quality construct could be decided by the role of service provider construct. It can be understood that construct of the service provider's role is the construct of service quality. Exploring the role of the internal service provider means exploring the construction of service quality in the internal service encounter.

Due to the four characteristics of service — intangibility, inseparability, variability and perishability — service quality is more subjective than product quality. It is actually customer attitude to the service based on the customer's experience, and not a physical item (Parasuraman, Zeithaml & Berry, 1988; Pakdil & Aydin, 2007). It comes from the customers' expectations and perceptions of the service. Customers' expectation is customers' expectation

of how the service providers provide the services. Based on symbolic interactionist role theory as discussed previously, it is what customers expect of the role of service provider (called role taking or role expectation). Customers' perceptions of the service is actually customers' perceptions on how the service provider responds to role expectations (called role making or role response). It can be argued that the service quality construct is the role of service provider construct because of collaboration between role taking and role making. Because of the 'inseparability' characteristic of the service — produced and consumed simultaneously, the role of service provider is constructed during the service encounters of customer and service provider. In addition, in different situations, different service is constructed. Hence, a service encounter should take place in a specific, concrete and well-known situation. The literature on service situation is discussed in the following section.

2.5.1 Service Situations

As discussed previously, a service encounter can not take place in vacuum and should take place in a specific, concrete and well-known situation. For example, a doctor and his patient in his examining room for checking that the patient is healthy; a hairdresser and his customer in the hair salon for haircut. In other words, each service encounter has its service theme and situation. In an external market, there are various concrete themes for service encounters. Based on their common characteristics, some researchers (Zeithaml & Bitner, 2000; 2003) categorize them and generalize them to four common situations: recovery—employee response to service delivery system failures; adaptability — employee response to customer needs and requests; spontaneity — unprompted and unsolicited employee actions; coping — employee response to problem customers. Little research has been applied to these four abstract situations of internal service.

However, it is also vital to identify different internal service situations, as each internal service differs with respect to its supply/demand characteristics (Bernd, 1995). Sayles (1964) classifies two themes for internal service: the *workflow* relationship and the *service* relationship. Workflow relationship is quite like process management i.e. the next stage in the chain can only begin successfully once the former has been completed. Service relationship is defined as alliances that involve multiple feeds from one group to other groups in the organisation. Following up these two themes, four administrative patterns in the relationships between departments are identified by Sayles and they are *auditing* relationships, *advisory* relationships, *stabilisation* relationships and *innovation* relationships. Among these administrative patterns, auditing relationship and advisory relationships are most pertinent as proved by David (1993). Sayles (1964) argues that the auditing relationship consists of one function monitoring and evaluating the performance of another function; the advisory relationship is the provision of specialist advice from one department to another department. In fact, these two relationships also exist within a department. For example, in a department, the manager could audit and/or give advice to his/her subordinate.

After studying Sayles' findings closely, Davis (1993) refines three kinds of situations for internal service: *routinised workflow*; *support service and advice*; and *audit/evaluative services*. Davis defined *routinised workflows* and *audit/evaluative services* in the same way that Sayles defined *workflow* relationships and *auditing* relationships respectively. *Support service and advice*, as Davis defines, is actually a combination of Sayles' *service* relationship and *advisory* relationship components. It is emphasized that support service and advice must be adapted and tailored to fit internal customer needs.

From above, it can be seen that both Sayles and Davis classify internal service into broad categories and focus on internal service between departments. Reynoso and Moores (1995)

recommended that researchers search for a set of dimensions that are not only generic, but also peculiar to specific situations. Thus, it is also necessary to classify internal services specifically (Albrecht, 1988) and many authors are aware of it. For example, Sayles (1964) and Davis (1993) suggest that perhaps specific services need to be identified within each broad service category; Stauss (1995) believes that it is vital to identify different internal service types, as each internal service differs with regard to its supply and demand characteristics. In addition, service within departments may be different from the service between departments (Marshall, Baker & Finn, 1998), and so this needs to be explored as well. Although past research was aware of the necessity with respect to specific classifications of internal service as stated above, few authors have touched on them. Thus, this research attempts to classify the service situation within a department between managers and employees, since managers would be challenged to understand the needs and expectations of their employees, then subsequently modify and adapt internal services to be most accommodating (Cannon, 2002).

As discussed above, constructing the role of service provider is actually constructing the service quality. In fact, exploring the construction of the service provider's role is to explore the service quality by role theory. Thus, the literature on service quality need to be reviewed and it is discussed on the following section.

2.5.2 Service Quality

Goods quality can be measured objectively by such indicators as durability and number of defects (Crosby 1979, Garvin 1983). However, service quality is more subjective and difficult to measure because of the four distinctive characteristics: intangibility, inseparability, variability and perishability. Hence, service quality is defined as customer attitude to the service based on customer's experience, and not a physical item (Parasuraman,

Zeithaml & Berry, 1988; Pakdil & Aydin, 2007). Many researchers have found that customer perceived quality is a function of two variables — expectations of the service and perception of the service. Perceived service quality is therefore viewed as the degree and direction of discrepancy between consumers' perceptions and expectations of the service (Parasuraman, Zeithaml & Berry, 1988) .

There are two popular models on service quality. The first is the "Nordic" perspective (Gronroos 1982, 1984, 2007), which defines the dimensions of service quality in global terms as consisting of functional quality, technical quality and fulfilling a filtering function (image). The second is SERVQUAL, the "American" perspective (Parasuraman, Zeithaml, and Berry 1988), and uses terms that describe service encounter characteristics (i.e., reliability, responsiveness, empathy, assurances, and tangibles). The two models are further discussed in the following sections.

2.5.2.1 The Nordic Model of Service Quality

The Nordic Model of service quality was proposed by Gronroos. Gronroos (2007) integrates available studies and conceptual work to develop the seven criteria of good perceived service quality (figure 2.4): *professionalism and skills, attitudes and behaviour, accessibility and flexibility, reliability and trustworthiness, service recovery, servicecape, and reputation and credibility*.

Gronroos argued that professionalism and skills is an outcome-related and thus a technical quality dimension. Reputation and credibility, is image-related, thus fulfilling a filtering function also called corporate image. Attitudes and behaviour, accessibility and flexibility, reliability and trustworthiness and service recovery, are categorized as process-related and represent the function quality dimension. Following Gronroos' further research, Servicecape

is developed as one of the criteria of good perceived service quality as well. Since it depends

Figure 2.4 the Seven Criteria of Good Perceived Service Quality

1. Professionalism and Skills

Customers realize that the service provider, its employees, operational systems, and physical resources have the knowledge and skills required to solve their problems in a professional way (Outcome-related criteria).

2. Attitudes and Behaviour

Customers feel that the service employees (contact person) are concerned about and interested in solving their problems in a friendly and spontaneous way (process-related criteria).

3. Accessibility and Flexibility

Customers feel that the service provider, its location, operating hours, employees, and operational systems are designed and operate so that it is easy to get access to the service and are prepared to adjust to the demands and wishes of the customer in a flexible way (process-related criteria).

4. Reliability and Trustworthiness

Customers know that whatever takes place or has been agreed upon, they can rely on the service provider, its employees and systems, to keep promise and perform with the best interest of the customers at heart (process-related criteria).

5. Service recovery

Customer realize that whenever something goes wrong or something unpredictable happens the service provider will immediately and actively take action to keep them in control of the situation and find a new, acceptable solution (process-related criteria).

6. Servicescape

Customer feels that the physical surrounding and other aspects of the environment of the services encounter support a positive experience of the service process (process-related criteria).

7. Reputation and Credibility

Customers believe that the service provider's business can be trusted and gives adequate value for money, and that it stands for good performance and values which can be shared by customers and the service provider (image-related criteria).

Source from Gronroos (2007, p. 90)

on the physical surrounding and other aspects of the environment of the services encounter, Gronroos classifies it as a process-related, functional quality criteria. Thus, according to Gronroos, service quality is constructed by three dimensions: technical quality dimension, functional quality dimension and fulfilling a filtering function and they consist of the above seven criteria.

From the above review on Gronroos' theory, it can be seen that functional quality dimension is *how* the service is delivered (Brady, 2001) and *how* the customer receives the service and it is clearly related to service process, as per Gronroos' argument. In fact, it can also be argued that the technical quality dimension and corporate image are linked to service process.

This is because the criteria that these two dimensions include are embodied in the service process or come with the service process. More specifically, the technical quality dimension such as professionalism and skills, i.e. *what* the customer receives (Gronroos, 1984; Brady, 2001) is classified as outcome-related. However, customers recognize the service provider's skills if the latter solves their problems in a professional way. This means that the technical quality dimension only can be embodied to the customers in the service process. So it can be argued that the technical quality dimension is linked to the service process as well. Corporate image, including reputation and credibility, are categorised as image-related by Gronroos, as discussed previously. Garvin (1987) defined it as the dimension representing an organisation's reputation (i.e. corporate image). Lehtinen and Lehtinen (1985) also promoted corporate image as one dimension of service quality (calling it "corporate quality"). The corporate image comes from their good performance, especially that of customer-contact employees performance. Customers recognize corporate performance through multiple encounters between customer-contact employees and themselves. From service encounters, customers recognize what service they receive (technical quality), and how they receive it (functional quality). Trust from customers come from a series of positive encounters between

customer-contact employees and customers (Morgan & Hunt, 1994). It can be argued that reputation and credibility are the outcome of encounter processes, and that corporate image comes from technical quality and functional quality (figure 2.5).

Thus, all three dimensions, comprising seven criteria, relate to the service encounter. The perceived service quality comes from the comparison between expected service and perceived service on these three dimensions (figure 2.5). It can be argued that the seven criteria of good perceived service quality can be used to explore the service encounter. Another popular service quality theory—SERVQUAL is discussed in the next section.

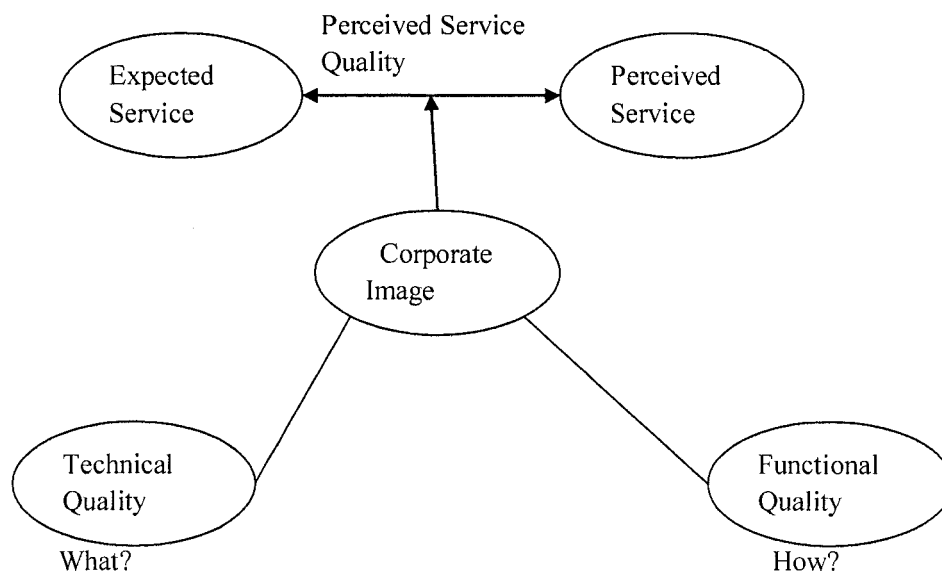


Figure 2.5 The Nordic Model on Service Quality

(Gronroos 1984)

Source Brady (2001, p. 35)

2.5.2.2 SERVQUAL

Parasuraman, Zeithaml and Berry (1988) constructed the SERVQUAL as a quantitative yardstick to gauge service quality. As discussed previously, service quality is actually customer attitude to the service based on the customer's experience and not a physical item

(Parasuraman, Zeithaml & Berry, 1988; Pakdil & Aydin, 2007). It comes from the customers' expectations and perceptions of the service. SERVQUAL assesses gaps between customer expectations and perceptions on the following five dimensions (Parasuraman, Zeithaml & Berry, 1988; Cook & Thompson, 2000):

- Reliability: Ability to perform the promised service dependable and accurately
- Responsiveness: Willingness to help customers and provide prompt service
- Assurance: Employees' knowledge and courtesy, and their ability to inspire trust and confidence
- Empathy: Caring, individualized attention the firm provides its customers
- Tangible: appearance of physical facilities, equipment

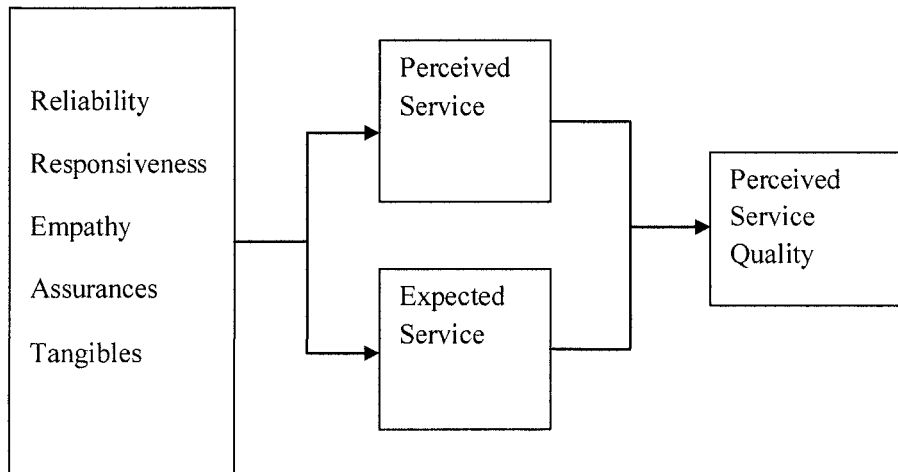
More specifically, according to SERVQUAL, in order to measure quality, the customers are asked to answer one set of questions on these five dimensions regarding their expectations, and asked the same questions for their perceptions. Service quality can be measured by subtracting customer perception scores (P) from customer expectation scores (E). The more P exceeds E, the better the service quality. Conversely, if P is less than E, the service quality may be regarded as poor.

Despite its wide application, some questions have been raised about SERVQUAL. For example, in different situations, service is constructed differently. All of these five dimensions may not be adopted in every situation. However, SERVQUAL does not define the service situation and which dimensions are adopted in which kind of situation is not addressed. In addition, SERVQUAL considers service quality just from the customer perspective, and thus those that explore service quality based on SERVQUAL only explore service quality from a customer perspective. But since service is constructed by both service

provider and customer, it is also necessary to explore service quality from the service provider perspective.

Figure 2.6: The SERVQUAL Model

(Parasuraman, Zeithaml, and Berry, 1988)



Source from Brady (2001, p. 35)

An additional feature is that it measures customer expectations and perceptions using the same set of questions. Customers may not have sufficiently clear expectations concerning service quality prior to experiencing the actual service, so their expectations score cannot be used to benchmark perceptions. How to overcome this problem in this research is discussed in the following section. The relationship between this research and the Nordic model and SERVQUAL as two popular service quality theories will be discussed in the next section.

2.5.2.3 Nordic Model, SERVQUAL and this Research

As discussed above, Nordic model and SERVQUAL both view service quality as the degree and direction of discrepancy between consumers' perceptions and expectations of the service. Customer expectation of the service is actually expectation of the service providers, and customer perceptions of the service actually depend on how the service provider responds to

their expectations. Customer expectation and customer perception are customer expectations of the role of the service provider and the service provider's role response to the customer (Solomon *et al.*, 1985). According to the Nordic model and SERVQUAL, it can be understood that service quality comes from the customer's experience of the difference between their expectations of the role of service providers and the response of the service provider to these expectations. That is, service quality is constructed by customer expectations of the role of the service providers (role expectation), and the way service providers' make their role to respond to customer expectations (role response). Since this research is to explore the role of caddy manager in the internal service encounter from an internal marketing perspective, it seems that the Nordic model and SERVQUAL could be used in this research. In addition, SERVQUAL is widely used in the internal marketing area (Chaston, 1994; Brooks, Lings & Botschen, 1999; Frost & Kumar, 2000; Lings, 2000). However, to the author's knowledge, there hasn't been any research that has used the Nordic theory in internal marketing.

According to SERVQUAL, the outcome of service quality as the customer attitude — whether is negative or positive — is decided by the gap of the role expectation and role response. However, because service is an interactive process between service providers and customers, role expectation could vary because of role response. This can be supported by Zeithaml and Bitner (2003). They argue that the zone of customers' service quality expectation can be widened if explanations are given and that customers will be flexible enough to allow for restrictive circumstances. Moreover, the aim of measuring service quality is to maintain and improve service quality. However, using the quantitative yardstick — SERVQUAL — to investigate service encounters, we are able to calculate the service quality, but do not know why the customer has these expectations and why they have these perceptions of the service provider response. If the service providers do not know these, they

are not able to know how to maintain and improve service quality. That is, they are affected in their activity to make their role. The qualitative method can solve these problems since it is good at exploring “how” and “why” questions. Since SERVQUAL measures the service quality on five dimensions, it means the service content includes these five dimensions. However, some researchers (Cook & Thompson, 2000; Jiang, Klein & Crampton, 2000), argue that the five dimensions are unstable, and the service dimensions may depend on the specific service context. Similarly, for the Nordic model on service quality, *“in various industries and for various customers certain criteria are more important than other...there may in specific situations be other determinants of good quality that are not covered by these criteria”* (Gronroos, 2007, 90).

Hence some researchers modify the service dimensions based on their research context (Cook & Thompson, 2000; Jiang, Klein & Crampton, 2000). For a specific service organization, it may be possible to use qualitative method to explore service encounters: in a defined situation of service encounter, what expectations the customer has of the role of the service providers and why they have them; and how and why the customer-contact employees make their role to respond to their customers, thereby ensuring the service dimensions are in keeping with their own organization. In addition, even if they do not have a clear expectation of the service, the customers can still tell whether the service is favourable or not by using a qualitative approach such as in-depth interviewing of customers. So this research will use a qualitative approach to explore the role of internal service providers in the Chinese golf industry. Both the Nordic model and the SERVQUAL model explore service quality from the customer’s perspective; however, the service is constructed by both sides: the service provider and customers. So, this research will be undertaken from dyadic perspectives (the view of the internal service provider and customer.)

Basically the Nordic model and the SERVQUAL model are good references for this research, but could not be fully adopted. In this study, more specifically, the researcher will define the situation of the internal service encounter based on the three kinds of internal service situation and the four external themes of service encounters. Secondly, the researcher will explore the role of the internal service providers from the point of view of role expectation and role response, under each situation, based on the five dimension of the SERVQUAL and the seven criteria of the Nordic model.

2.6. Chapter Summary

This chapter has reviewed the conceptual framework of this research. The conceptual framework put together consists of concepts from relevant conceptual areas, that is:

- An internal marketing assumption (Ahmed & Rafiq, 2002)
- Concepts in the service literature regarding the description of service encounters (Czepiel *et al.*, 1985)
- Situation definition (McHugh, 1985)
- Symbolic interactionist role theory (Hewitt, 1991)

Berry(1981) argues that in order to satisfy employees, the organization can view the employees as customers, so that an external marketing approach can be used with regards to the internal organisation. For an external market, “a dyadic interaction between a service provider and customer is a service encounter” (Surprenant & Solomon, 1987, p87). Thus, for an internal market (within an organisation), a dyadic interaction between an internal service provider and internal customer is an internal service encounter. The characteristics of service encounters is that customer and provider roles are well defined (Czepiel *et al.*, 1985;

Solomon *et al.*, 1985; Guirguis & Chewning, 2005). This means that symbolic interactionist role theory can be used in internal service encounters. Based on symbolic interactionist role theory, in a defined situation, the role of internal service providers is constructed by role expectation from the internal customer and role response from the internal service provider. In order to explore the role of internal service provider in a service encounter, firstly, the situation of the service encounter should be defined, secondly, role expectation from the internal customer should be explored, and finally, how the internal service provide responds to role expectation should be studied.

From the review of literature, the author found the following gaps in the understanding service encounters which are worthy of further research:

- 1 Because of the culture of hierarchy in the Chinese organisation, there is lack of service consciousness in Chinese organisations. Much research explores the role of managers from a HRM perspective rather than from an internal marketing perspective.
- 2 Although past research has acknowledged that a service encounter involves two parties, most of the studies have been carried out from only one perspective — that of either service providers or of customers.
- 3 The Chinese golf industry as a new industry is developing rapidly. However, no research has been conducted in this sector in the past (see section 1.2 and 1.3).

Hence, the research tries to fill in these gaps by the following actions:

- The research is set in the Chinese golf industry since there has been no past research on this sector.

- In order to reduce the hierarchy consciousness and develop service consciousness, this research is from the internal marketing perspective rather than from the human resource management perspective.
- This research will explore the role of managers in the internal service encounter from a dyadic perspective (the view of the managers and of the caddies), since a service encounter involves two parties.
- This research will develop a model that incorporates views from caddies and caddy managers on constructing the role of caddy managers in internal service encounters. This model can help the managers to understand their role and how to make their role, in order to improve their internal service quality to caddies.

More specifically, this research will explore the role of caddies' managers in the internal service encounters in the Chinese golf industry.

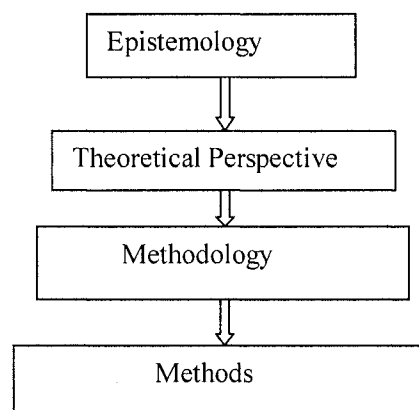
1. To explore the situations of internal service encounters between managers and caddies in the Chinese golf industry.
2. In each internal service encounter situation, to explore the role of managers from dyadic perspectives (managers' perspective and caddies' perspective).
 - What is the role expectation, i.e. what expectations do caddies have of the manager role?
 - How do managers respond to these expectations (role response)?
3. To develop a model that helps managers to understand their role and construct their role, in order to improve their internal service quality to caddies.

Chapter Three: Philosophy and Methodology

3.1 Introduction

In order to ensure the soundness of research and make its outcomes convincing, Crotty (1998) points out that there should be four basic elements for any research process. They are epistemology, theoretical perspective, methodology and methods.

Figure 3.1 Four Elements for Research Process



Source: Crotty (1998, p. 4)

An epistemology is a way to understand and explain how we know what we know, that is, how we think knowledge is created, and it is embedded in the theoretical perspective and thereby in the methodology. Theoretical perspective is what we hope and expect to find from the research. Methodology is why we chose those methods. Methods are how we actually find knowledge. In fact, epistemology and theoretical perspective are philosophical positioning, and understanding them is useful and important for research (Easterby-Smith, Thorpe & Lowe, 2002). They can help to clarify research designs. For a researcher, this not only involves what kind of data is required and how to collect and interpret them, but also involves how the data are going to answer the research question. Knowledge of philosophy

can help the researcher recognize whether a particular research design will work for the research or not. That is, the research philosophy (epistemology and theoretical perspective) directs the research methodology and methods. From the meanings of these four elements, it can be seen the four basic elements inform one another, and their relationship is like figure 3.1. This research employs these four elements to justify the soundness of this research; the four elements and how they fit together will be discussed in the following sections. Since the philosophical positioning (epistemology and theoretical perspective) directs the methodology and methods selected, epistemology and theoretical perspective are considered and discussed first for the research, and then the methodology and method accordingly.

3.2 Epistemology

Epistemology is to explain how we know what we know (Crotty, 1998) and it deals with the nature of knowledge, its possibility, scope and general basis (Hamlyn, 1995). It can be seen as a research philosophy to decide what kinds of knowledge is possible and how we can ensure they are both adequate and legitimate (Maynard, 1994). According to Easterby-Smith, Thorpe and Lowe (2002), failure to think through philosophical issues can seriously affect the quality of research since it can help to clarify the research design. So it is necessary to identify, explain and justify the epistemological stance adopted in this research.

Crotty (1998) focuses on three epistemologies: objectivism, social constructionism and subjectivism.

Objectivist epistemology holds to a reality. Those who subscribe to this epistemology believe meaningful reality exists, as such, apart from the operation of any consciousness. For example, a tree is a tree, regardless of whether anyone is aware of its existence or not. Objectivist epistemology holds that researchers are outside the 'social' and the individual

cannot control society. Truth and meaning reside in objects, apart from the operation of any consciousness, and careful research in the right way can discover objective truth and meaning (Crotty, 1998). Bryman (2004) assumes that there are standardised procedures such as rules and regulations for an organization for getting things done. In short, they seek the facts or cause of social phenomena, with little regard to the subjective state of the individual.

Morgan and Smircich (Morgan & Smircich, 1980) explain the nature of knowledge along a subjective-objective continuum, and objectivism and subjectivism are two extremes in this continuum.

At the other end of the continuum is subjectivism. In this understanding of knowledge, meaning is imposed on the object by the subject. In this view, the object makes no contribution to the generation of meaning. Meaning is created by the subject, for example, meanings of an object many come from dreams, astrology or religious beliefs.

Social constructionism is the intermediate standpoint on this subjective-objective continuum. It puts all understandings, scientific and non-scientific alike, on the same footing, as to treats them all as constructions. It believes that meaning is not discovered, but constructed by existence and our mind (Crotty, 1998). That is, truth or meaning comes into existence in and out of our engagement with the realities in our world. There is no meaning without a mind. Thus, knowledge of the world does not reflect an objective world, and is not isolated from that which the individual considers reality to be, but an understanding of the world as it is experienced. Different individuals may construct meaning in different ways, even in view of the same phenomenon. In this view, subject and object interplay to generalize meaning.

In the social constructionism view, there is no objective truth. Meaning is not created and is constructed by interaction. The epistemology of this research is social constructionism. Due to the nature of the research question, studying customer-contact employees' satisfaction in

certain internal service encounters, customer-contact employees' satisfaction is constructed by managers and employees. That is, employees have some expectations of the manager, and the manager responds accordingly. Whether employees are satisfied is constructed by the interaction between them and their manager. For example, in a golf club, there is a training class for new caddies. One caddy can't understand one point during the class, and interrupts the supervisor and expects the supervisor to explain more. The supervisor refuses him. He should be unhappy. But following the refusing, the supervisor explains to him that since most of caddies understand it and the time of the class is limited, in order to complete this teaching, he can't stop to explain more to him. Maybe at this time, the caddy can understand the supervisor and feels better. Finally, the supervisor says that after the class, he will explain to him separately, and at this time, the caddy may be satisfied with the outcome. It can be seen that this outcome is constructed by the interaction of the supervisor and the caddy. In fact, this research focuses on the service encounter or interaction of a manager and customer-contact employee. This research assumes that meaning is constructed and tries to explore how meaning is constructed by managers and customer-contact employees through their encounters.

3.3 Theoretical Perspective

Theoretical perspective is what we hope and expect to find by the research. Crotty (1998) defined it as 'the philosophical stance informing the methodology and thus providing a context for the process and grounding its logic and criteria' (Crotty, 1998, p3). It normally lies behind the methodology chosen. Guba and Lincoln (1994) describe it as the paradigms that represent the belief systems that attach researchers to a particular world view. There are a variety of theoretical perspectives. In the human and social sciences, two popular perspectives are positivism and interpretivism. In subsequent sections, these two theoretical

perspectives are reviewed, with special consideration given to interpretivism since it has been adopted for this research.

3.3.1 Positivism

The positivist approach is mainly used in the natural sciences to study the general to find the 'law'. In the social sciences, some researchers also use this approach since they believe in objectivity and try to generalise as is done in the natural sciences. There is a common thread that starts with epistemology-objectivism, passes through the positivism theoretical perspective — positivism, and informs many of the methodologies such as survey research (Crotty, 1998). "The key idea of positivism is that the social world exists externally, and that its properties should be measured through objective methods, rather than being inferred subjectively through sensation, reflection or intuition" (Easterby-Smith, Thorpe & Lowe, 2002, p28). According to the positivist viewpoint, objective item in the world are independent and have meaning prior to any consciousness of them. That is, positivism is grounded in a number of assumptions: "*independence, value-freedom, causality, hypothesis and deduction, operationalization, reductionism, generalization and cross-sectional analysis*" (Easterby-Smith, Thorpe & Lowe, 2002, p28).

Although positivism has been widely used in previous research, it is not suitable in this research because this research does not study the causes and effects of a service encounter and it cannot be undertaken objectively. In this research, meaning is not independent but is constructed by managers and customer-contact employees when they encounter each other. The outcome of this research cannot be deduced and generalised. Thus, positivism is not appropriate in this research.

3.3.2 Interpretivism

Interpretivism is a term that shares a view that the subject matter of the social sciences is fundamentally different from that of the natural sciences (Crotty 1998, Bryman 2004, and Saunders et al., 2000). It rejects positivism and there are two reasons for this. Firstly, there is a fundamental difference between the subject matter of the natural sciences and the social sciences and so an epistemology is required that will reflect and capitalize upon that difference. In contradistinction to positivism, there is another common thread that starts with social constructionism as epistemology, passes through interpretivism as a theoretical perspective, and informs many of the methodologies such as observations and interviews (Crotty, 1998). That is, the fundamental difference resides in the fact that social reality has a meaning for human beings and therefore human action is meaningful — that is, it has a meaning for them and they act on the basis of the meanings that they attribute to their acts and to the acts of others. This leads to the second point that it is the job of the social scientist to gain access to people's common-sense thinking and hence to interpret their actions and their social world from their point of view (Bryman, 2004). According to Easterby-Smith et al. (2002), interpretivism is based on a number of assumptions: the observer is part of what is being observed; human interests are the main drives of science; explanations aim to increase general understanding of the situation; research progresses through gathering rich data from which ideas are induced; concepts should incorporate stakeholder perspectives; units of analysis may include the complexity of 'whole' situations; generalization through theoretical abstraction; sampling requires small numbers of cases chosen for specific reasons. These assumptions are not only the view of a single philosopher, but also a collection of points that have come to be associated with the interpretivist view point (Easterby-Smith, Thorpe & Lowe, 2002). This research has taken the social constructionist epistemology to understand the meanings constructed by managers and customer-contact employees when they interact

and how they construct a specific internal service encounter. Different managers and customer-contact employees participating in a similar service interaction construct meaning in different ways. The author tries to understand these meanings and interpret these meanings (i.e. what the employees expect of the manager and how the manager respond to the employees) in specific internal service encounters.

According to Crotty (1998), there are three historical streams of interpretivism — hermeneutics, phenomenology, and symbolic interactionism.

Hermeneutics is a method for deciphering indirect meaning, a reflective practice of unmasking hidden meanings beneath apparent ones (Kearney, 1991). It provides guidelines for scholars as they engage in the task of interpreting Scripture (Crotty, 1998).

Phenomenology is generally seen as a study of people's subjective and everyday experience and is concerned with understanding human behaviour from the participant's own frame of reference (Hussey & Hussey, 1997). In fact, it is quite a single-minded effort to identify, understand, describe and maintain the subjective experiences of the respondents and its subjectivism mainly points to searching respondents' subjective experience. '*Symbolic interaction*' is the role taking. Verbal language and body language etc. are symbolic tools to symbolise interaction (Crotty, 1998). Through them, one can interpret others' meanings and intent, being aware of their perceptions, feelings and attitudes. As discussed in section 2.4, symbolic interactionism is grounded on three basic assumptions (Blumer, 1969, p2) :

- “ *That human beings act toward things on the basis of the meanings that these things have for them;*
- *That the meaning of such things is derived from, and arises out of, the social interaction that one has with one's fellows;*

- *That these meanings are handled in, and modified through, an interpretive process used by the person in dealing with the things he encounters.*”

As mentioned above, role theory is used in this research. According to symbolic interactionism, the manager as an internal service provider takes a role, and this role is derived from the interaction of the employees, other managers and himself/herself. According to her/his understanding, s/he modifies her/his role and responds, according to employees’ expectation. So this research focuses on symbolic interactionism, that is, interpretivism embedded in symbolic interactionism is adopted in this research. Since these three strands that have borne interpretivism along overlap with considerable commonalties, it is difficult to differentiate them. As addressed previously, this research focuses on symbolic interactionism, but this doesn’t mean hermeneutics and phenomenology are rejected. Hermeneutics i.e. the contents of speech, and phenomenology i.e. the recounting of events by the interacting parties (managers and employees) who have directly experienced the service encounter, are important components to the understanding of internal service encounters. But this research mainly focuses on the point of interaction between managers and customer-contact employees, so it concentrates on symbolic interactionism.

3.4 Methodology — Qualitative Case Study

According to Crotty (1998), methodology is the strategy, plan of action, process or design lying behind the choice and use of particular methods and linking the choice and use of methods to the desired outcomes. Quantitative research and qualitative research form two distinctive methodologies (Bryman & Bell, 2003). Quantitative research emphasizes quantification in the collection and analysis of data. In contrast, qualitative research emphasizes words rather than quantification in the collection and analysis of data.

Under an interpretivist paradigm, the emphasis is on the quality and depth of the data. Therefore, a qualitative research methodology is used in this research. This research focuses on the experience of service encounter between managers and customer-contact employees, — the researcher is interested in stories of managers and employees in their service encounters. According to Mason (2002), since service encounter behaviour is “situational, contextual and interactional”, it should be explored by qualitative research, because quantitative methods such as structured interviews or questionnaires involving the standardization of the questions cannot collect as rich information as the author wants. Thus, it clearly needs to be substantially more than the information that can be collected from a quantitative method. This research needs richness of information from the participants such as the situations of the specific service encounter, as well as how and why the service encounter takes place. In order to achieve the objectives of this research, qualitative research methodology is adopted instead of quantitative research methodology.

The research strategy chosen is a multiple case study. Under an interpretivist paradigm, the setting in which the research is conducted is a natural location such as the workplace, as opposed to an artificial location such as a laboratory. As this is interpretive research which “believes that it is more likely that people experience physical and social reality in different way” (Cavana, Delahaye & Sekaran, 2001, p9), a case study strategy is appropriate. In essence, the case study looks in depth at one or a small number of organisations (Easterby-Smith, Thorpe & Lowe, 2002). Since this research is studying the different service encounters of managers and employees in order to explore the role of caddy manager, a multiple-case design is used in this research. In addition, multiple cases are generally more compelling than single case (Yin, 2003b). This is because multiple case studies can enable comparative analysis, replication, and verification.

A case can be virtually anything — individual, organisation, group, community, event and so on. In this research, a particular internal service encounter recounted by each participant is treated as a case. The criteria used to define or select a case is based on (1) it is a person-to-person interaction between a manager and a customer-contact employees; (2) the service encounter is purposeful (Czepiel *et al.*, 1985); (3) the service encounter is related to the content of the participants' work. There are a large number of data collection methods, e.g. interview or observation that can be employed in a qualitative case study methodology. The following section discusses the data collection method utilised in this research.

3.5 Research Method — Interview

The research method is the technique or procedures used to gather and analyse data related to some research question or hypothesis. In this research, interview is used as the data collection method.

Interviews are often claimed to be 'the best' method of gathering information (Easterby-Smith, Thorpe & Lowe, 2002), and it is probably the most widely employed method in qualitative research (called qualitative interviewing) (Bryman & Bell, 2003). Qualitative interviews are usually intended to refer to in-depth or loosely structured forms of interviews (Mason, 2002). They are a way of uncovering and exploring the meanings that underpin people's lives, routines, behaviours, feelings etc. (Rubin & Rubin, 1995), and allow for understanding and meanings to be explored in depth. They examine the context of thought, feeling and action and can be a way of exploring relationships between different aspects of a situation; they are a powerful way of helping people to make explicit things that have hitherto been implicit to articulate their tacit perceptions, feelings and understandings (Arksey & Knight, 1999). So it is appropriate to use this method when questions require a good deal of thought and when responses need to be explored and clarified (Easterby-Smith, Thorpe &

Lowe, 2002). In addition, an interview is an interactional exchange of dialogue, that is, meanings and understandings are created in an interaction, and it is a co-production of the interviewee and interviewer, therefore qualitative interviewing tends to be seen as involving the construction or reconstruction of knowledge more than the excavation of it (Mason, 2002).

Qualitative interviewing as a research method has been selected as the most appropriate method to be employed in this research. As mentioned above, this research tries to explore how to construct the role of caddy managers in an interaction between managers and caddies in the Chinese golf industry using the epistemology of social constructionism, so it is assumed that the role of the manager is constructed by both parties: the manager and the caddy. By interviewing, the researcher asks for some stories about the interaction between the parties, and the interviewees describe how they constructed the interactions, thus, the researcher and the interviewee reconstruct the meaning. In addition, constructing the role of manager in internal service encounters between the manager and the caddy is situational, contextual and interactional. The researcher needs to know the exact situation and context of the interaction for each encounter. That is, she needs to know when, where, why, and how to construct the role of manager for each encounter, therefore, this research needs to achieve rich and deep descriptive data from the participants. So it can be seen that qualitative interviewing is an appropriate method for this research. More specifically, in this research, interviews were enhanced by the use of other tools such as critical incident technique (CIT) and storytelling, described in the next sections.

3.5.1 Critical Incidents Technique (CIT)

CIT has often been used in research in consumer markets as it allows in-depth descriptions of critical incidents to investigate a variety of related issues including assessing favourable and

unfavourable incidents in the service encounters. Critical incidents are what the customer perceives or remembers as unusually positive or negative when asked about them, and have been used extensively in service management literature (Bitner, Booms & Tetreault, 1990). The aim of CIT is to gain understanding of the incident from the perspective of the individual, including understanding of their behaviour (Chell, 1998). It can be seen to be appropriate in qualitative research, particularly in conjunction with in-depth interviews (Easterby-Smith, Thorpe & Lowe, 2002). CIT in conjunction with in-depth interview is called a CIT interview. More specifically, CIT interview is *“a qualitative interview procedure, which facilitates the investigation of significant occurrences (events, incidents, processes or issues), identified by the respondent, the way they are managed, and the outcomes in terms of perceived effects. The objective is to gain an understanding of the incident from the perspective of the individual, taking into account cognitive, affective and behavioural elements”* (Chell, 2004, p48). It is used as the data collection method in this research. Critical incidents can be defined as interaction incidents, where the customers perceives or remembers them as unusually positive or negative and tell them as stories when asked about them (Edvardsson & Roos, 2001). Thus, in this research, during the interviews, participants were asked to recall unfavourable or favourable stories about interaction between caddies and their managers and describe them in considerable detail. The critical incidents enabled a focused discussion around the interactions between caddies and caddy managers that have influenced them critically, so they represent a window to gain understanding of the reasons behind them and for individual reflection on what happened. Thus, we can gain understanding of the incident from the perspective of participants. It can help the researcher to get insights into how participants see or interpret their world and the participants' voice is that which the researcher is after.

However, this technique has its own weakness as found in the pilot study. It requires the participants to tell their unusual positive or negative stories. However, some participants could not recall any unusually favourable or unfavourable incidents. In this situation, in order to induce the participants to recite some encounters between caddies and their managers, they would be asked to recite some stories about the interaction between caddies and their managers. This technique is labelled as storytelling and discussed in next section.

3.5.2 Storytelling

Storytelling is a technique that storytellers use to express their meaning i.e. telling stories. Stories are interpretations of actions that have occurred in a particular sequence and are excellent ways of conveying hidden meaning which is usually difficult to access (Boje, 1991).

It is quite similar to CIT technique but it is broader in that it goes beyond focusing just on unusual positive or negative events (Gabriel & Griffiths, 2004).

In this research, the participants were asked to tell stories about the interaction between caddies and their managers. Participants re-live their experience and present their information in a plot with a beginning, middle and end (Feldman *et al.*, 2004). Thus, using storytelling to supplement the interviews, it could be easy for participants to transfer information and to express their meaning in a story format (McDermott, 2000). In the same way as CIT interviews, storytelling interviews can provide *“rich data that express movement, interpret ideas, and describe from the storyteller’s perspective how things used to be and how they are, as well as how they should be”* (Feldman *et al.*, 2004, p150). It can be seen that stories might open valuable windows into the emotional and symbolic lives of organizations and offer researchers a powerful research instrument (Gabriel, 1998). Thus, the researcher can gain deeper insight into participants’ reality.

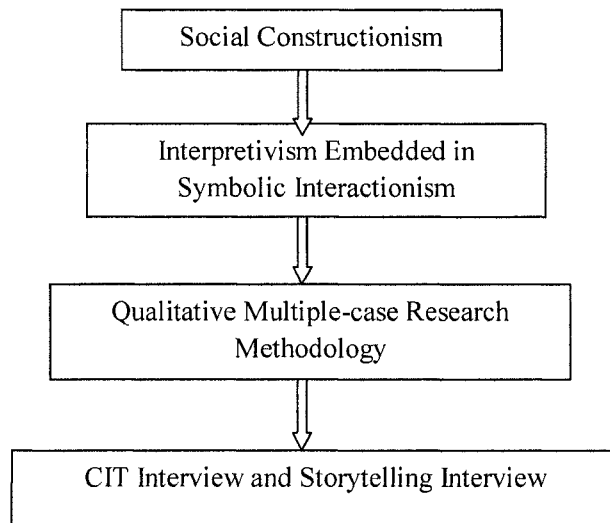
Both CIT interviews and storytelling interviews have a potential weakness, that is, the incidents or stories could sometime be misleading when they are unrepresentative or inaccurate. At the same time, they have their strength, that is, they enrich, enhance and infuse facts with meaning. As Gabriel (1998) argued, stories do not present information or facts about events, but they convey the storyteller's meaning which lies behind the event. Actually, for the researcher, the incidents or stories cited by participants are not so important in themselves, and the aim of collecting stories focuses on catching the storyteller's point of view and understanding what they expressed by the story.

3.6 Chapter Summary

This chapter examined research philosophy and methodology including epistemology, theoretical perspective, methodology and methods (figure 3.2). Since the epistemology of this research is social constructionism, the author believes the role of caddy manager is constructed by caddies, and caddy managers through their interaction. The theoretical perspective is the interpretivist paradigm that is embedded in symbolic interactionism. The researcher tries to interpret the meaning constructed by caddies and caddies managers by their behaviour such as their verbal language and body language. Thus, the researcher needs rich and deep data and adopts a qualitative research methodology to gain such data by interviewing, including CIT and storytelling.

The following chapter will detail the research design and process, together with how the data that was gathered analysed to reach the conclusion of this study.

Figure 3.2: The Research Methodology on this Research



Source: The Author

Chapter Four: Research Design and Data Analysis Technique

4.1 Introduction

In this chapter, firstly the research design is introduced which includes the design of interview questions, the pilot study, and selecting interview participants etc. The data analysis technique is then presented which is narrative analysis together with the help of NVivo 7 to support the qualitative data analysis. Finally, the validity and reliability of this research are addressed.

4.2 Research Design

The research design is the logical link between the data to be collected and the conclusions to be drawn from the initial questions of study (Yin, 2003a). It can be seen that research design can help the researcher organise the research activities to achieve the research aim (Easterby-Smith, Thorpe & Lowe, 2002). Thus, in order to guide the research activities for achieving the research aim, it is important to make a research design. The following section will introduce the design of this research, explain how to organise the research activities to achieve its aim, and to ensure that the data collected is related to the research question.

4.2.1 Interview Guide

In this research, the interview is designed in a way that it gives the participant an opportunity to describe the encounters between the caddy manager and caddy. The primary purpose is to understand how to construct the role of caddy manager in each internal service encounter between managers and caddies. By acknowledging an interview is co-constructive in nature, it gives the researcher the opportunity not only to understand the participant view, but also to

understand why the participant has such a view. As discussed in section 3.5, In order to make the data richer and deeper, critical incident technique (CIT) and storytelling as tools are included in the interview design and they help the participants to recall the incidents or events related to the interaction of caddies and their managers, what happened, how and why it happened, how the both parties reacted to each other, and what the outcome of the internal service encounter was. In the interview between the researcher and participants, the participant would clearly present the internal service encounter in a defined situation, how they construct the role of caddy manager, what the role expectation from the caddy was and how the manager responded to the role expectation. Thus, the question design is very important because the questions can give the researcher an important clue to induce the participants to talk what the researcher wants to know in relation to particular questions.

Interview question design

In line with internal marketing concept (Ahmed & Rafiq, 2002), we chose two kind of interviewees: internal service providers caddy managers, and internal customers (customer-contact employees — caddies).

In line with the service encounter concept (Czepiel *et al.*, 1985), the interview guide tries to define the situation of the service encounter (McHugh, 1968), and based on the symbolic interactionist perspective of roles (Hewitt, 1991), asks questions on role expectations of customer-contact employees and role responses from managers.

Both CIT interview and storytelling are particular interview techniques used. It means that the researcher needs to identify the kind of open questions that are more likely to elicit critical events or stories. These include questions such as 'Tell me what happened'. Riessman (1993) advocates the development of an interview guide with five to seven broad questions relating to the research topic, supplemented by probe questions in case the participant has

difficulty getting started. Examples of these include: 'Can you tell me a little more?' or 'can you give me a specific example?'

Here the aim of the interview process was to elicit participants' personal stories of their interaction experiences with their counterpart (caddy or caddy manager). Since unstructured interviews can allow participants to give freer responses and are more likely to produce stories (Mishler, 1986; McCance, McKenna & Boore, 2001b), it is used in this research. The interview mainly involves one open question "Please tell me some favourable or unfavourable stories about the interaction between you and your manager/caddy." If the participant could not remember any critical story, the question "Could you tell me some stories about the interaction between you and your manager/caddy" (storytelling technique) would be asked. According to the answer, the research would follow up with some questions, such as "what happened", "what did you expect" or "How did the manager respond".

According to the conceptual frameworks and following the rules of CIT or storytelling, the interview guides was prepared. When the researcher undertook the interviews, she did not follow the interview guide strictly and applied it very flexibly depending on the interview scenario.

4.2.2 Pilot Study

In order to test the effectiveness of the research design, a pilot study was conducted. Before collecting actual data, the researcher can learn from the pilot study and make any modifications required to improve the research process or questions. The researcher conducted three interviews in one golf club. The participants were one caddy training supervisor and two caddies.

From the pilot interviews, it was evident that the interview guide was appropriate for this research, and CIT and storytelling were used to help the interviewees focus on the stories and incidents and to show the feelings, behaviour and attitudes of manager and caddy about these stories and incidents. The pilot study showed that the interview skills of the researcher, particularly how to control interviews and to ask questions, need improvement. For example the researcher found it difficult to keep the supervisor focused on the particular questions. In the pilot study, interviewing the supervisor took over 40 minutes, but resulted in only one case being narrated. Because there are a small number of caddy managers in each club, it means that the number of participants representing the management side part is very limited. In order to get enough information from this side, it is important for the researcher to lead the caddy managers to recite as many useful cases as possible. It means that the researcher needs to master interview skills to control the interview and to induce the participant to talk specifically about the question asked. When interviewing the first caddy, the researcher found that the interviewee was not relaxed and open to answering the questions. This is because the researcher did not break the ice in order to build a good rapport with the interviewee. After reflecting on this interview, the researcher made some modifications to the question schedule prior to interviewing the second caddy. When she saw her, she asked her some ice breaking questions such as “today what shift did you work”, “Your skin is so great! How do you care for your skin while you work outside and under sunshine?” Thus, the barrier between them was removed by asking and answering these questions. The researcher then told the respondent the aim of the interview and emphasized that the interview content would be treated as confidential and would not reveal what she said to anybody else and especially to her manager. In this way the second caddy was much more relaxed and open to answering the questions. Thus, the researcher realized that in order to collect effective data through interviews, she needs to build rapport and trust between the interviewer and interviewee.

This pilot study showed the researcher that carrying out the interview was very skilled task and that the interview procedure should be planned in great detail; the successful interviews depend on not only the interview content but also on the interview procedure. Thus, the pilot study has helped the researcher refine the data collection plan. More specifically, firstly it confirmed the interview question design. Secondly, it helped the researcher to improve her interview skill and procedure.

4.2.3 Sampling

Before collecting actual data, the sample needs to be defined and selected from the whole target population, since normally it is not viable to collect data from the whole target population (Remenyi *et al.*, 1998; Saunders, Lewis & Thornhill, 2000; Bryman & Bell, 2003). The target population of this research is caddy managers and caddies in Chinese golf clubs. Statistically, there are more than 200 clubs in the Chinese golf industry and up to 3 caddy managers and 80 caddies are working in each of these clubs. First of all, the clubs in which the author can get access to a target population (caddy managers and caddies) need to be defined. Given the factor that in reality all of the caddy managers could be interviewed but not all of the caddies, the decision also has to be made on which caddies and how many caddies will get involved in the research interviews. In qualitative research, there are various types of sampling technique such as convenience sampling, judgement sampling, theoretical sampling (Bryman, 2004), quota sampling and snowball sampling that are recommended (Marshall, 1996; Remenyi *et al.*, 1998). In this research, convenience sampling is adopted and this is explained in the next section.

4.2.4 Convenience Sampling

As discussed in chapter 3, a qualitative research approach has been adopted, which mainly explores “situation, contextual and interactional” (Mason, 2002), needs to be clearly

substantial and which obtains rich information from each participant. Thus, small size samples are appropriate for this research. In order to be able to make comparisons, two Chinese golf clubs were selected as the organisations in which the author approached the caddies and caddy managers.

“A convenience sample is one that is simply available to the researcher by virtue of its accessibility” (Bryman & Bell, 2003, p105). The first golf club was chosen because of its availability and accessibility. It is the researcher’s former employer, and she has maintained contact with the managing director. With the managing director’s introduction, the researcher had access to the caddy manager for an interview; then the caddy manager introduced the caddies to the researcher. In addition, the first organisation gave the researcher an introduction to the second organisation. This will be explained in more detail in section 4.3.1. Similarly, in the second organisation, the general manager introduced the caddy managers to the researcher, and then in turn the caddy managers also introduced the caddies to the researcher.

4.2.5 Sample size

Sample size depends on the research purpose (Patton, 2002). In order to decide sample size, it is necessary to clarify that the researcher studies *“a specific set of experiences for a larger number of people (seeking breadth) or a more open range of experiences for a smaller number of people (seeking depth)”* (Patton, 2002, p244) . This research was to explore the role of the caddy managers from stories or incidents of encounters between the caddies and their managers. For example, in a story or incident, what happened, why it happened, what the caddy’s expectations of the manager are, how the manager responded to the caddy, etc. It can be seen that this research tried to explore the situations of internal service encounters, constructing the caddy manager’s role including role expectation and role response. Thus, as

qualitative research, this research needs rich and detailed experience from a small number of people. Marshall (1996) suggests that the data saturation decides qualitative research sample size. When there are no new categories, themes or explanations emerging, it means the data is saturated and the sample size is big enough. Based on the data saturation principle, ten caddies from club A and nine from club B were interviewed. As mentioned previously, as the number of caddy managers in each club is small, all caddy managers were interviewed from the two selected clubs. There is one caddy manager in club A and three in club B. That is, four caddy managers were interviewed. In total, the sample size for this research is twenty three participants (see appendix 1).

4.3 Data collection Process

4.3.1 Access to Organisations and Setting up an Interview Appointment

Since the researcher knew the managing director of Club A, she firstly called him to negotiate which day to visit the club. When the researcher arrived at the club, the manager of the administration department met her and introduced the club, especially what had changed since the researcher had left the employment of the club. Thus, the researcher had considerable knowledge about the club background which would help her to understand the participants' answers to her interview questions. The manager of the administration department introduced the caddy manager to her and asked him to assist her with the interviews. Thus, the caddy manager introduced the caddies to the researcher for interviewing and he was also happy to be interviewed.

From communication with the manager of the administration department, the researcher knew about that the general manager of Club B was once a departmental manager in Club A and that the researcher knew him. Thus the researcher directly phoned him and explained her

research aim and that she would like to undertake interviews at his club. He was very happy to accept her request and agreed a time to visit. When the researcher met him, he explained the background of this club, its history and current management model. Then the manager of the operations department was introduced to present the management of the caddies. He organized the caddy managers and caddies for interviewing.

The researcher did not distribute the questions to the interviewees before the interview, although this can give the interviewees more time to think about them. This is because in the Chinese culture people like to share information. If they get the interview questions ahead of time, the interviewees may discuss the interview questions and hence make the similar answers. Thus, the data gained would lose reliability. In order to give the time for thinking about the questions, the interviews had no time limitation. During the interview process, the interviewer would give the interviewee time to think about the questions. Since all of the participants are Chinese speakers, the interviews are carried on in Chinese.

4.3.2 Conducting the Interviews

The interview venue can affect the quality of the interview. It should be convenient and comfortable for the interviewees (Bailey, 2007). Based on this consideration, the interview locations were chosen to be in the Golf clubs. In order to avoid being disturbed, to keep the interview confidential, and to allow for clear recording, the venues that were chosen were private rooms in the golf club.

In order to make information flow more easily, building a rapport with the interviewee is very important (Dwyer, 1996). This research was to explore the role of caddy manager, and this was a very sensitive topic for the caddies, hence building rapport with the caddies was especially important in terms of interview quality. In this research, the interviewer tried to establish rapport with the interviewee at the beginning of the interview. Skilful first questions

can help to achieve this effect (Dwyer, 1996). The researcher kept friendly, smiled and asked some everyday questions, such as, “Today it is not too hot, isn’t it?” “What shift do you have today?” After they had removed barriers and become familiar, the researcher told them exactly what the research was about, since they only knew a little about it from their manager. She also emphasized that protecting the privacy of informants is one of the primary responsibilities of the researcher and that she would treat the information given as strictly confidential and emphasized on the content of the interview was just for the research and would not be disclosed to others. So, the participants were made very well aware that the interview absolutely could not influence and hurt them in any way, especially in their jobs. Thus, the interviewees would feel safe and comfortable without any worry about communicating with the researcher. Then, the researcher enquired whether she could do digital recording and explained the reason to them. The reason given was that she needed to interview a lot of people and that it would be difficult for her to remember stories from each interview well enough, to remember and analyze the interview process, and so she preferred to make an audio recording. The aim of audio recording is just for her to review the interview, and allow further checking of statements made, at a later stage, if required. If the participants had not consented to audio recording, note-taking would have been used instead. But fortunately, all of the participants permitted the interview to be audio recorded.

Once the participants felt comfortable and easy, the interview questions related to the research would be asked. Firstly, some broad and general introductory questions on the participant’s background and status were asked. This was a transition to asking deeper questions because it could reduce the feeling of difficulty that deeper questions would arouse for the interviewees. Then, more specific questions followed i.e. critical incidents or stories on the encounter between caddy manager and caddy, what, how and why it happened, what the caddy’s expectation were from the manager, how the manager responded, and the feeling

of the caddy. Thus, the interviewee and interviewer re-constructed the situation of the internal service encounter and role of caddy manager — including role expectation and role response. The questions asked were based on the question guide, but this was used flexibly and not rigidly. Since the interview was an in depth interview, it was constructed by interviewer and interviewee via asking and answering questions. Each interviewee had a different communication style, personality and experience. In order to adapt to different interviewees, the interviewer made some changes to the questions following on from the interviewee answers during the interview process. For example, some caddies thought they had no experience of favourable or unfavourable incidents during encounters with their managers. In this scenario, in order to induce the interviewees to recall internal encounters between the caddy and the manager, the interviewer asked them to recite any stories about interactions between caddy and manager. Thus, flexibly asking questions was helpful in constructing the interview and probing the research question smoothly. In addition, in order to access both parties — managers and caddies — extra scenarios would be prompted for if necessary. For example, some scenarios were mentioned by one side such as caddy; if the other side, such as caddy manager did not mention them, then the author would ask them about these scenarios. But for some specific encounters, the author did not try to get the view of both parties. This is because there would have been potential to harm the participant, especially caddies.

Listening is very important since an interview is constructed by one person who asks and listens and the other person who listens and responds (Dilley, 2000). For the researcher, listening means s/he is active without being too intrusive (Bryman, 2004). What is listened to and observed is not only what is said and not said, but also the silence, the cracks between words, the hesitations and the contradictions etc. So it is not only important to listen with one's ears but also eyes. This is because the interviewer can get information directly and indirectly from observing the interviewee's body language and eye contact. Essentially, in

this research, most questions were open-ended in order to explore the role of the caddy manager during encounters with the caddy by reciting incidents or stories of the interviewees. The researcher should not just listen to what the interviewees said, but also observe the change in their facial expression and get some information beyond the words. In one example, the researcher listened careful, and found that the participant hesitated when she related a story. Then, the researcher encouraged her by eye-contact and she continued to tell the story with the researcher's encouragement. It can be seen that in order to get quality data, the researcher listened, paid attention, encouraged, observed and concisely reflected on what the interviewee was feeling or assuming.

As stated previously, in order to give participants enough time to think and answer the questions, there was no time limitation for each interview. Overall, each interview lasted between 20 to 90 minutes and the average run length was about 35 minutes.

4.3.3 Data Recording

This research used a digital recorder to record data as stated above. Thus the researcher could focus on the interview and have enough time to communicate with interviewees, and was not distracted by recording data in forms such as note-taking. In addition, since quality research requires detailed analysis (Bryman, 2004), this recording technique can provide the interviewer with help to recall the process and retrieve more detailed data such as the phrases, language and tone that the interviewee used, compared to note-taking. The researcher did take down some important points just in case the recorder failed.

In order to record the interviews smoothly, before the interviews the researcher practiced many times with the equipment so that she could use it skilfully when the interviews took place. Before each interview, the researcher checked the recorder, especially to see whether

it had enough power or not, to avoid encountering any problems while the interview was being conducted.

4.3.4 Data Transcription

Before analyzing the data, it is essential to transcribe the original recordings. The interviews were undertaken in Chinese. They were firstly transcribed in Chinese, and then sent to the participants for confirmation. The confirmed transcription was then translated into English. In order to ensure reliability of translation, a bilingualist was asked to read both the Chinese version and the English version. Once confirmation of the English translations had been received, they were then analysed.

4.4 Data Analysis

4.4.1 Narrative Analysis

This research will explore how to construct the role of caddy manager in a defined internal service encounter, by means of participants' stories. The aim of this research will be achieved by analyzing these stories. Narrative analysis is *"an approach to the elicitation and analysis of language that is sensitive to the sense of temporal sequence that people, as tellers of stories about their lives or events around them, detect in their lives and surrounding episodes and inject into their accounts"* (Bryman & Bell, 2007, P541). Therefore, it is used as analysis technique in this research.

'Story' and 'narrative' are words often used interchangeably (McCance, McKenna & Boore, 2001a). However, there are clear distinctions between story and narrative. 'Story' refers to the tale as a whole and usually is used to describe what the person tells; 'narrative' is the created structure of a story; it is the researcher's reconstruction of where the researcher interprets the story not only what the person says, but also how and why the person says it

(Stern, Thompson & Arnould, 1998; Pejlert, Asplund & Norber, 1999). Hence, narrative analysis is concerned with not only the analysis of the story, but also the analysis of the story teller. Thus, it goes beyond a mere content analysis of the stories. Content analysis is not sufficient in this research. The reason that the author prefers narrative analysis over content analysis can be addressed from the point of view of the differences between them and the purpose of this research.

Content analysis is commonly used to analyse documents and it seeks to quantify the content of documents and categorize their themes. Thematic analysis was considered at an early analysis stage of this research, but it was decided that it was not sufficient for this research. This research used the computer software package named NVivo (be discussed in the next section) to code and categorize the data, de-contextualising the data such as by cutting and pasting themes together. However, the role of caddy manager is constructed from context and event and can not be constructed in a vacuum. Narrative analysis focuses on more dynamic processes and contexts, so it is more suitable for use in this research to analyse how the role of caddy manager is constructed.

In contrast, narrative analysis begins from the standpoint of the storyteller. More specifically, it not only studies the content and context of the story, but also studies why people tell stories in that particular way. It allows for the systematic study of personal experience and meaning (Phinney, 2000; Daiute & Lightfoot, 2004). In this research, narrative analysis is used to study the meaning of the role of the caddy manager in defined internal service encounters between managers and caddies. It not only explores the expectations of the caddy and the relevant responses of managers in the internal service encounters, but also probes for depth, looking beyond the surface to understanding what led the service encounters to be remembered as either favourably or unfavourably.

4.4.2 Narrative Analysis Procedure

As stated above, at the early analysis stage, computers and software are tools that assist analysis of the content of the data. Since the amount of the data (transcription) is big, in order to manage and organize the data well, a piece of computer-assisted qualitative data analysis software (CAQDAS) named Qualitative Solutions in Research (QSR) was used in this research. *“QSR software helps you to access, manage, shape and analyze detailed textual and/or multimedia data by removing manual tasks like classifying, sorting and arranging information. You’ll have access to a range of tools to help you clarify your understanding of data, discover meanings and patterns and arrive at answers to questions. It’s software that frees you to devote more time to analysis and insight”* (QSR company brochure). More specifically, QSR NVivo 7 is used in this research. It was learnt by the researcher during a training course held by the university and was found to be useful. In particular the software has a very powerful search function that can save time.

More specifically, QSR NVivo 7 has the following key features. Firstly, it has excellent storage, and can store all the data in one place. All of the interview transcriptions can be imported into NVivo. The researcher generates some categories and themes, and it can store these at nodes that can be explored, organized or changed (Gibbs, 2002). It can sort data into theme areas so that all of data about a theme is in one place which allows them to be viewed together. It can make categories for thinking about the data, to allow more general shapes in the data to be seen. So all the interview data can be stored in one place and it is easy to analyse and compare.

Secondly, it is fast and efficient means of managing qualitative data. The researcher is able to do many things simultaneously. It requires annotating, memoing, coding and reflecting about coding, thus, interpreting a document and storing the ideas emerge.

Thirdly, it can help shape the data and ideas, using conceptual hierarchical “Trees” for organizing nodes. Nodes can be placed in trees as a way of setting out subcategories or dimensions of a concept, with trees being created and used on a relatively *ad hoc* basis. In creating trees and managing them, ideas about what goes with what is clarified, missing categories are seen, and categories that overlap are solidified (Bazeley & Richards, 2000). Thus, it can assist in theory emergence since category development can be done by focusing using searches, combining and reviewing nodes and modelling, with layers representing the growing ideas. At this stage, the researcher based on her feeling about what is going on in the data to cut, copy and merge the Nodes.

In general, it can be seen NVivo is very efficient and useful for helping the research to manage and analyse the data by facilitating data storage, coding, retrieval, comparing and linking. However, it is not a human being and can not do the analysis (Weitzman, 2000; Patton, 2002). The researcher undertaking the content analysis still has to decide what constitutes a theme, what to name it and what meanings extracted from the data. After this, through within-case analysis and cross-case analysis approach (more details in section 5.3), the researcher would analyse the context of the themes and why the participants tell the stories in such a way.

4.5 Reliability and Validity

Reliability is concerned with the question of whether the results of a study are repeatable; and validity is concerned with the integrity of the conclusions that are generated from a piece of research (Bryman, 2004). Both of them are important criteria in establishing and assessing the quality of research (Healy & Perry, 2000; Kvale, 2002; Yin, 2003a; Riege, 2003). Thus, it is necessary to address the reliability and validity of this research. The language of reliability and validity was originally developed for use in quantitative social science. They

are essentially concerned with the adequacy of measures. As qualitative methods become increasingly mainstream, constructionist research must develop the power to convince examiners, professionals and the wider public (Easterby-Smith, Thorpe & Lowe, 2002). Hence, reliability and validity have become important to qualitative research. However, demonstrating the validity of data and reliability of findings is always challenging for qualitative research (Denzin and Lincoln, 1998). Since qualitative research focuses more on words and context than on numbers, some writers such as Lincoln and Guba (1985) propose that qualitative research should be judged or evaluated according to different criteria from those used in quantitative research. Lincoln and Guba propose using credibility, transferability, dependability and conformability to judge the quality of a qualitative research (Bradbury-Jones, 2007). This research will use these four criteria to address its reliability and validity with social constructionist insight.

4.5.1 Credibility

Credibility is internal validity and concerns how believable the research findings are. In other words, it is the truth and correctness of the data (Kvale, 2002). It will be addressed from the perspective of data collection, data resource, data transcription and data analysis.

Since the data were constructed by the interviewer and interviewee, the validity of the data were decided by both of them. This research needs the interviewees to tell the truth — their real thoughts. Whether they told the truth was decided by the interaction between the interviewer and interviewee. As stated previously, in order to get “real” data, the interview venues were in private rooms at the golf club. Thus, nobody could hear what the participants said, nobody could disturb the interviews and the interviewees could feel safe and comfortable. At the beginning of the interview, the researcher was proactively friendly, constructed a rapport with the interviewee and emphasized the confidentiality of the

interview. By establishing trust and confidence, the interviewees were able to feel comfortable, and relaxed, and find it easy to communicate with the interviewer.

The meanings of life events are not fixed or constant and different people have different interpretations of the same event. So there are many “truths” rather than “the truth” when the researcher is attempting to make sense of the participants’ stories of experiences and accidents in the past (Riessman, 2002). This research explored the role of the caddy manager during encounters between themselves and caddies. The researcher not only interviewed the caddies, but also the caddy managers. We can obtain stories about similar situations of internal service encounters from different perspectives and this can help the researcher to better understand what happened from different angles and why the interviewees reacted in such ways. In this way, the stories the researcher reconstructed will be more convincing.

Data transcription was introduced in section 4.3.4. In order to establish credibility, the author has used the technique of host verification or member check as suggested by Guba and Lincoln (1981); the interviewees have checked the data transcription. In order to ascertain the credibility of data translation from Chinese to English, the technique of “critical friend” has been used. A “critical friend” is someone who is external and independent, and not affiliated to this research (Ratchliff, 1995; Tripp, 1998). Since the critical friend is a bilingualist, they can verify accuracy of the translation. In addition, the data analysis and conclusions were presented to the critique friend, and they provided some comments relating to the links between the data and data analysis, and between the data analysis and conclusion. Thus, the technique of “critical friend” has enhanced credibility of the research.

When analysing the data, the author concentrated on the data’s consistencies and coherences as well as what each interviewee was saying and why the story was told. In order to further enhance the research’s trustworthiness, when analysing the data, the author directly quoted

the data gathered. Thus, the reader can get a full picture of the story and this enables them to believe that the analysis is trustfully based on the original story.

4.5.2 Transferability

Transferability means external validity or applicability (Guba & Lincoln, 1989; Koch, 2006).

It depends on the degree to which the particular findings can be transferred to another similar context. Transferability is always a problem in qualitative research (Merriam, 1998).

Qualitative research typically entails the intensive study of a small group, or of individuals and focuses on depth rather than width. Since quantitative research focuses on width, i.e. a large number of samples, it is more easily to be generalized than qualitative research. Some authors argue that quantitative research relies on statistical generalization, and qualitative research such as qualitative case study research could rely on analytical generalization (Yin, 2003b).

This research concentrates on constructing meaning — the role of caddy managers — so it entails rich and deep data and tries to produce thick and dense descriptions. It prefers study depth more than width. This means that this research does not seek to generalize but to provide in-depth understanding of the role of caddy manager in terms of the encounters of caddies and managers in the Chinese golf industry. However, this does not preclude some kind of generalisations. We can address it from the following three aspects.

Firstly, thick and rich descriptions can add to the transferability of findings (Riege, 2003).

By reading them, the reader can look for patterns in the findings to explain their own experiences and to assist themselves in making relevant decisions for their future action.

Secondly, as stated above, this research is a multiple case study. By cross-case analysis, it would find *“something about the relevance or applicability of our findings to other similar settings”* (Miles & Huberman, 1994, p173).

Thirdly, this research used specific procedures for coding and analysis during the data analysis phase, as stated in section 4.4.2, which also helps to ensure transferability (Yin, 2003a).

Generally, it can be seen that although this research can not make a broad generalization, it can generalize to a certain extent; this is called a small-scale generalisation (Stake, 1995).

4.5.3 Dependability

Dependability can be understood as reliability, and means the consistency of the research result (Guba & Lincoln, 1989). More specifically, another researcher could follow the decision trail used by the investigator in the study and could arrive at the same or comparable — but not contradictory — conclusions given the researcher's data, perspective and situation (Sandelowski, 1986). However, within a qualitative paradigm, reality is assumed to be multiple and constructed, repeatability is not essential nor sufficient, so we should not expect other expert researchers or respondents to arrive at the same themes and categories as the researcher (Rolfe, 2006). This research, as a piece of qualitative research, lacks replicability. It does not mean this research is short of reliability but that there is a lack of uniformity in the pattern of behaviour, observed inherent in the subjectivity of individual's experience (Ho, Ho & Ng, 2006). Reliability checks build into ensuring consistency and trustworthiness of data collection. In order to establish dependability, Guba and Lincoln suggest that the researcher should adopt an "auditing" approach. This includes the research processes followed in the inquiry: they must be in order, understandable, well documented, and provide mechanisms against bias (Riege, 2003). In this research, the researcher kept a diary which provides an audit trail. The research diary records all of the author's thoughts and decisions regarding this research such as how to collect data, how to reduce the data, how to do data re-construction

and synthesis, and reflection at every stage. Thus, it gives the research transparency and the reader can see clearly the process of data collection and data analysis.

4.5.4 Confirmability

Confirmability parallels objectivity. Since meaning is constructed by existence and our mind (Crotty, 1998), social research can not be completely objective. But the researcher can be shown to have acted in good faith and to not have “*overtly allowed personal values or theoretical inclinations manifestly to sway the conduct of the research and findings deriving from it*” (Bryman, 2004, p276). In order to establish confirmability, a confirmability audit can be used during the data collection and data analysis phase for examining raw data, findings, and interpretations (Guba and Lincoln, 1985). More specifically, the audit involves two stages. The first stage is for the auditor to check raw data such as field notes and transcription. The second stage allows the auditor to judge whether inferences based on the data are logical during the data analysis phases, and to check the quality of the findings and interpretations (Riege, 2003). As mentioned above, there are three sets of auditors in this research. One is the author who checked the research by her diary and her reflexivity (more details in the next section); one is the participants who checked the transcription; one is the critical friend who checked the translation, the findings and the analysis. It can be seen that confirmability is established when credibility, transferability and dependability have been achieved (Guba & Lincoln, 1989).

In addition, as an individual, the researcher has her own assumptions, expectations and biases, and has her own weakness and strength, and these must strongly influence the research process and findings. In order to ensure that this research is fair and objective, it is necessary to make them explicit by analysing herself, and the relationship between her and this research. So reflexivity is very important for the trustworthiness of the research, and it is discussed in the next section.

4.6 Reflexivity

Reflexivity “*entails the systematic reflection by the researcher aimed at making the unconscious conscious and the tacit explicit so as to reveal how the researcher’s social location forms a sub-text to the research and which conditions any account — an analysis of analysis*” (Bourdieu, 1990 cited in Johnson and Duberley, 2000, p. 179). This involves reflecting on the way in which the research is carried out and understanding how the process of doing research shapes its outcomes (Hardy et al, 2001), and the interpretation of interpretation (Alvesson & Skoldberg, 2000). It can be seen that reflexivity encourages people to ask challenging questions about ordinary moments in the research process to ‘catch ourselves in the act’ of practice, ask ourselves how we construct/make sense of meaning. Reflexivity needs to be revealed and described since it is vital as an integral part of the research (Reinharz, 1983).

There are mainly two forms of reflexivity — epistemic reflexivity and methodological reflexivity. Epistemic reflexivity involves the researcher’s own beliefs and thinking “*by excavating, articulating, evaluating and in some cases transforming the meta-theoretical assumptions they deploy in structuring research activities, apprehending and interpreting what is observed*” (Johnson & Duberley, 2000). Methodological reflexivity is the monitoring by the researcher of their behavioural impact upon the social settings under investigation, created by their deployment of particular research protocols and associated field roles (Harding, 1987). Its aim is to improve research practice by creating a more accurate representation of reality. However, both forms have their own weakness. Epistemic reflexivity could lead to an incipient and debilitating relativism. Methodological reflexivity could exclude from scrutiny the researcher’s own taken for granted views. This research considers not only the researcher’s own beliefs and thinking, but also the deployment of

particular research protocols, thus, both forms of reflexivity are considered by the researcher at the outset of this research and interwoven into the research process as it progresses. In what follows, the author discusses her reflexivity using first person about this research like Bradbury-Jones (2007). Since reflexivity is the author's self-analysis, discussing it in the first person is likely to be more direct and clearer than in the third person.

4.6.1 Reflexivity —Use of First Person

As stated in Chapter Three, I as the author assume that meaning is not discovered, but constructed, so my research epistemology is social constructionism. The role of caddy manager is constructed by the interaction of caddies and their managers. Based on this assumption, I explore how the role of caddy manager can be understood, in order to explore the interaction between the managers and caddies. Different individuals have different understandings about the interaction. So I need to investigate how the caddies interpret their understanding of the role of the managers. We also need to investigate how the managers interpret their understanding of their roles.

When I collected the data, I as the researcher was not only a listener but also a participant. The stories the interviewees recited were actually co-constructed by me and the interviewees. We co-constructed the meaning together by the interaction between us. I realized that I as a participant could influence the stories' construction. In order not to influence the interviewees' stories, I tried to remain neutral. In order to be easily understood by interviewees, I tried to use language that is comprehensible and relevant to the participants, and not to use academic jargon. In order to avoid misunderstanding the interviewees, when a story was closing, I summarised at different points to confirm with the interviewees' understanding and interpretation of the story.

When interviewing the participants, I also constructed my own role — the interviewer — both “me” and “I”(Mead, 1934). “Me”—a listener, heard what the interviewees said. “I”—analyser or judge, judged and ensured the conversation keeping on the purpose of the interview.

In the evening of each interview day, I listened to the recordings to reflect on the interview process and to maintain my diary. By reflection, I would find what I could do better in the next interview. Following up on my reflection, I adjusted aspects of the interview such as the way of asking questions, to improve the outcome of the next interview.

Analysing the data is actually reconstructing the stories by me and the transcription of interview data (English version). The transcription contains the stories recited by all the interviewees including the caddies and caddy managers. Different participants recited the stories in their own ways; some ways are the same and some are different. I used my own experience and knowledge to analyse why the participants related them by such ways, and why some are the same while others are different. On the one theme of internal service encounters, caddies and their managers have their own perspectives. I analysed and compared both perspectives. Thus, I reconstructed a story about the role of caddies’ manager from the stories the interviewees recited, and from my understanding of them. The reconstructed story merged the perspectives of the caddies, their managers and I. This is because this story is my analysis of the stories about internal service encounters recited by the caddy managers and caddies.

In general, this thesis relates a story exploring the role of caddy manager. It not only relates what the story is, but also relates how I constructed the story in conjunction with items such as previous literature and data, why I constructed the story this way — that is reflexivity. In summary, I as the researcher always reflected throughout the whole research process.

Reflexivity opens me up to scrutiny about why I did what I did, and what has influenced why I did what I did, since it is not possible to separate myself as a researcher and the research process inquiry. Since the researcher and the researched are interdependent, reflexivity is important as a technique to collaborate them and make the researcher secure concerning her involvement and influence on the research.

4.7 Ethical Considerations

Ethics refers to the appropriateness of a researcher's behaviour in relation to the rights of participants in the research or how they are affected by it (Saunders, Lewis & Thornhill, 2003). A researcher should clarify their obligations to promote awareness of ethical principles and ethical issues when conducting his/her research activities. This means researchers need to have an ethical framework for dealing with such issues (Patton, 2002). The conduct of this research is guided by the ethics policy of University of Northumbria at Newcastle. Since this research use CIT interviews to investigate the interaction between managers and employees, it involves sensitive conversations between the researcher and interviewees. So it especially needs to consider the ethical issue. Since , *informed consent*, *voluntary participation*, *beneficence*, *risk of harm*, *confidentiality* and *anonymity* are key issues in ethical considerations (Trochim, 2006), we will address how to apply these principles in this research.

Informed consent means that prospective research participants must be fully informed about things such as the research aim and procedures so that they can make a decision about whether or not they wish to participate in a study (Patton, 2002; Bryman, 2004). This was achieved by phone and sending emails to the management of the selected organisations and stating the research aim, what is involved whether they would be willing to participate.

Voluntary participation requires that people are not coerced into participating in the research. During data collection, the researcher respected the rights of the participants concerning whether they accepted to be researched or not and they could stop being researched at any time. If they felt uncomfortable answering certain questions, they had the right to refuse without any anxiety or pressure.

Risk of harm means that the researcher should not put participants in a situation where they might be at risk of harm as a result of their participation. Due to the research aim and methods exploring the interaction between the counterparts (caddies and their managers) through critical incident technique or storytelling, the consideration of risk of harm was highlighted by the researcher. The participants, especially the caddies, related some interactions with their managers, particularly some unhappy interactions. If the managers knew exactly what they said, it would be possible to influence and hurt the caddies. In order to avoid this happening, the researcher kept the information provided completely confidential, especially from their counterpart. For example, when interviewing managers, the research never released to them the incidents that their caddies mentioned, although releasing them might have been helpful for the researcher in comparing two perspectives on the same incidents.

Confidentiality and Anonymity

It can be seen from the above that confidentiality is an important concern in this research. Confidentiality is concerned with ensuring that identifying information will not be made available to anyone who is not directly involved in the study, in order to protect participants' right to privacy. This research has been kept completely confidential and all the personal data has been secured and concealed. All information made public is anonymous. When the data

were transcribed, pseudonyms were used for the names of interviewees. Findings involving the researched organisations and participants will be presented anonymously.

In summary, this chapter explained the research design and data analysis techniques. The reliability and validity of this research have also been addressed. Analysis of the data collected will be undertaken in accordance with the research design and relevant findings will be presented in the next chapter.

Chapter Five: Analysis and Findings

5.1 Introduction

In this chapter, the author analyses the data and presents the research findings. For clarity in presenting the analysis and findings, first the two clubs studied are profiled. This gives the background for the data. Then the data analysis and the findings are presented. As discussed in Chapter Four, based on the similarities and differences between the contents of data, by means of NVivo 7, the data are categorized and subcategorized by the researcher. They are categorized into four themes and each is subcategorized and analysed further separately.

Within each theme, the author first analyses within the case and then across cases.

5.2 Research-based Club profile

5.2.1 Club A

Club A was the first golf club established in the region. However, it has been in a cost-saving operation due to its own financial problems recently. Unlike other golf clubs where a service fee is paid to caddies along with free food and accommodation, the only pay caddies can obtain through working in club A is customers' tips. Caddies in Club A still have contractual employment relationships with the organization. They are managed by the club and must comply with the staff regulations of the club. In the event of any misconduct, they face disciplinary action taken by the management. Club A recruits both female and male caddies. Most of the caddies work in the full-time mode of six days a week. A few university and college students work as weekend staff only. On average, one caddy can serve one customer per day. The customer normally plays 9 or 18 holes; the tip for 9 holes is RMB50 (£4), for 18

holes RMB100 (£8). By calculation, the monthly income for one caddy is over RMB 1,000 (£82.61), which is higher than that of other customer-contact employees from other service industries such as waiters or shop assistants. They have a strict working timetable. Apart from serving customers on the course, their responsibilities also include picking up balls, serving the customers in the driving range (no tips) and general cleaning jobs. They have to obey the rules and regulations that the club impose on them. If they break a policy, they may be fined, or if their performance is very poor, they may be dismissed.

The caddies are divided into two groups working on two shifts every day. One shift is a whole-day shift from early morning to the closing time of the course in the evening; the other shift is a half-day shift from 12pm to when the course closes. This shift actually overlaps with the whole-day shift. This is because normally the club is busier in the afternoon and needs more caddies on duty. The two groups of caddies take these two shifts alternately. When a group takes the late shift, half the members are on duty and half the members are not. There is a group leader elected by the caddies for each group. The group leaders are responsible for arranging the caddies' rota, and detailing jobs. Compared with caddies, their extra benefit is that they have one more chance to serve customers each week.

There is a caddy manager functioning as a supervisor who is named Jon in this organization. As a matter of fact, the caddy supervisor makes all of the rules and regulations for the caddies. He is in charge of everything to do with his group of caddies.

5.2.2 Club B

This club is the norm for clubs in China. That is, it is very similar to most Chinese golf clubs. All of the caddies are female in this club. It provides free food and accommodation for the caddies, and also pays a service fee to the caddies. The caddy's income comes from the

service fee and tips. The rate at which that customers pay tips is the same as in club A (9 holes RMB50 — £4.13, 18 holes RMB 100 — £8.26). Compared with Club A, the caddies' job is much easier. There is a bigger office for the caddies. If they are on duty but it is not time for them to serve customers, they may take a break in this office. Their job responsibilities are to serve customers, and clean the golf carts and the caddie office. In this club, the caddies are divided into three groups. Each group has a group leader who is appointed by the club. In this club, compared with club A, the group leaders receive an extra RMB200 for their extra duties. Normally, there are two shifts for this club. One shift is from early morning to 12pm and the other from 12pm to the closing time of the course. The three groups take these two shifts in turns. That is, one group takes the early shift, one group takes the late shift, and the last group has the day off. If the course is very busy, they will change to three shifts per day and all three groups of caddies need to work. All of the caddies must comply with the regulations and rules. If they break them, they will be fined, or even dismissed.

In this club, there are three caddy managers: Anderson is responsible for training the caddies, and is called a supervisor; Brian is in charge of the caddies' routine work, and is also called a supervisor; Tony inspects caddies' work and is called a marshal. Since caddy managers are from the countryside, they also live in the company accommodation. In addition to their duties described above, they also have responsibility for the health and safety of the caddies' dorm.

5.3 Data Analysis and Findings

The analysis here is based on the combination of the data collected, the conceptual framework of symbolic interactionist role theory, and internal marketing assumptions. In each case they are structured as follows:

- 1 Situational definitions. That is, to defining the service encounter and the context in which the interaction took place.
- 2 Role expectations: what caddies' expectations of their manager are.
- 3 Role response: how the managers respond to caddies' expectation.

Using narrative analysis, the 59 stories of internal service encounters related by the 23 participants can be categorized into four types of service encounters: daily life, training, routine workflow, and audit services. Although the perspectives of both managers and employees will be categorized under the same type of service encounter, they may not refer to the same specific event, because it is difficult to gain information from both interacting parties for any one service encounter. Compiling accounts of both views of one specific service encounter could increase the risk of harm to the participants, especially caddies. As stated in Chapter Four, the researcher kept the information provided completely confidential, especially from the other party in the service encounter. For example, when interviewing managers, the researcher never revealed to them the incidents that their caddies mentioned, even though releasing this information might have allowed the researcher to compare two perspectives on the same incidents. This is why it is difficult to access the views of both parties to a specific service encounter, but sometimes both parties talked about the same service encounter by chance.

In each situation, *within-case analysis* and *cross-case analysis* approaches were used according to Huberman and Miles (1998). Within-case analysis engages at two levels to understand a case: description and explanation. Description displays the working of a case — what is going on and how things are proceeding in this case. Explanation includes “*providing requested information, justifying an action, giving reasons, supporting a claim, or making causal statement*” (Huberman & Miles, 1998, p188). Since this research is a multi-case study, it needs to compare different cases in each situation. This is *cross-case analysis*. Cross-case

analysis can be used to make comparisons between the similarities or differences between individual cases. This gives the researcher a broader perspective on the specific kind of service encounters as well as a holistic view of the complexity and diversity of context thereby increasing the richness of this study's interpretation (patton, 2002). That is, it can enhance reliability and validity of the research (Yin, 2003). Within-case analysis was carried out first on each case, describing it by presenting transcript quotation and explaining it by analysing the transcript quotations. The cross-case analysis then followed, including the dyadic perspectives was carried out. The following analysis includes some transcript quotations. In order to distinguish them from other comments, all of them appear in italics. Referring to the past literature such as the SERVQUAL model and the Nordic model of service quality, the items that construct the role of caddy managers will be extracted in bold and italics according to the author's analysis and understanding. The theme of daily life is analysed first, in the following section.

5.3.1 Daily Life

Club B provides free food and accommodation to the caddies, and the caddies live and work in the club. 8 stories from caddies and supervisors in Club B involve the living conditions and they are categorized into two themes: delivery of internal service, and internal customer needs and requests. The data analysis and findings on daily life are presented in the following section.

5.3.1.1 Delivery of internal services

According to internal marketing concepts (as discussed in Chapter Two), the caddy manager as the internal service provider delivers their service to the internal customer, that is, the

caddies. The caddy manager's service is actually their job. The delivery of the internal service is analysed first from caddies' perspective.

5.3.1.1.1 Caddies' perspective

Case 1

Naomi: *There is one thing that really impressed me. One day, we were dining in the dining hall, and there was a bowl of leftover food on a dining table. The administration manager came and saw that bowl of leftover food, and said, "Who left that food here and didn't put it away? Who did that? Did a caddy do it?" Our supervisor Anderson answered him, "Mr. Wang, you did not see a caddy do it, and hence you cannot say that. If you have evidence it is the caddy's leftover, we will say nothing even if you fine her. But you have no evidence, so how can you say that?" I felt the supervisor defended us.*

All staff, including caddies, dine in the dining hall, since food is free for all staff. However, the administration manager just suspected the food on the table was left by a caddy without any evidence. The caddy, Naomi, felt wrongly treated. Anderson, the caddy supervisor, realized the caddy was being wrongly treated and took action to defend the caddies and express their view. In this case, although the caddy did not express any expectations of Anderson, Anderson knew the caddies and defended them by arguing with the administration manager. Since Naomi remembered it as a favourable story, we can see that the caddy has needs to be understood and defended. The role of the caddy manager is response as *understanding* and *defending* the caddy to meet the needs of the caddy.

Case 2

Helen: *Once when I had just joined the club and was in my training period, I had an argument with a friend. In the late evening, I sat in a garden in Huang He Da Guan and cried. It was dark and that place was not so safe. Anderson happened to pass by and see me. He walked up to me and asked me what had happened. I said nothing. He said it was too late, dark and not safe, and persuaded me to go to my dorm. I was so miserable that I did not want to go back. At the time, I thought this was my business. I was not happy and wanted to stay there. He had no right to ask me to go back. But he did not want to leave me alone and said, "It's better to speak about what happened because it is not good to lock it inside you. If it is about your work, please speak to*

me. If it is about your own life, we can try our best to help you as well. You can't stand it, please tell us. We will help you..." I was still crying. But he kept persuading me till he saw I was leaving.So I think our supervisor is very enthusiastic and cares about us caddies.

From this case, we can see that Helen expected the supervisor not to disturb her and to leave her alone, but the supervisor still kept persuading her to go back to her dorm since it was very late and he was worried about her safety. Because the supervisor's response did not meet Helen's expectations, Helen was dissatisfied with the supervisor at this time. However, this story is remembered by Helen as a favourable story. This is because Helen later realized the supervisor cared for her and tried to protect her by getting her to a safe situation whether she understood him or not. From the way the story was told, we can see that Helen thinks that when a caddy is in difficult situation such as an unsafe location, the role of the supervisor that satisfies caddies is to show caring and helps the caddy out. From this case, we can see that *caring* about and *securing* the safety of caddies are two items that construct the role of the caddy manager in the caddy's daily life.

Vivian narrated a story about supervisor Anderson caring for and securing the safety of caddies.

Case 3

Vivian: *When we just joined the club, its location was very remote. Anderson reminded us to pay attention to safety. I had two colleagues whose birthdays were on the same day. On their birthday evening, all of us, about 20-30 caddies, went out for dinner. When we got back, we found our dorms had been broken into. At that time, I was a group leader, and the supervisor Anderson was very angry with me and said I had no awareness of safety... I felt our supervisor cared a lot about us. He lived next door to us and we shared the same balcony. That night, he thought we felt scared. In order to remove our fears, he paced about on our balcony most of the night. We were very moved. Although he blamed me, I felt guilty because I did not do well. I knew he was being very kind to me and to all of us.*

From this story, we can see that Vivian was blamed by the supervisor because she did not show enough safety consciousness and allowed this robbery to take place. But she was not

unhappy with that because she knew the underlying reason for Anderson's anger was that the supervisor *cared about* them and she realized she had performed poorly as a group leader.

That night, the caddies were scared and they needed protection to reduce their fears.

Anderson responded to their need by pacing about on their balcony most of the night to show that he cared and to give a sense of security to the caddies. This case also shows that *caring* about and *securing* the safety of caddies are items that construct the role of the caddy manager in caddy's daily life.

5.3.1.1.2 Managers' perspective

Anderson recalled one story about caring for the caddy's safety.

Case 4

Anderson: When the first batch of caddies was in training, Huan He Da Guan had not been developed and it was very remote. So it was not so safe if the caddies went outside since they were all young girls. When they were not well, they went to hospital accompanied. Especially after 5pm, I stopped them from going outside. It was a long way from their dorm to the shopping centre and I accompanied them to go shopping since I worried about their safety. The caddies always said "Anderson, you are so kind."

In this case, Anderson expresses his view that he has a responsibility for the caddies' safety.

Since the club is in charge of the caddy's daily life, it has a responsibility to keep them safe.

The caddies expect the club to secure their safety. To the caddies, the supervisor, as their line manager, stands for the employer. Thus, the supervisor understands that the caddies expect his role is to involve securing their safety. So he responds to his role by interacting, speaking with and accompanying the caddies to show that he *cares* about caddies and will *secure* their safety.

Brian also told some stories about caddies' living conditions.

Case 5

Brian:...*I also showed that I cared about their living conditions and asked what difficulties they had regarding their living conditions and food. When we held a meeting, I always asked them what problems they had whether with living conditions or with management. Little by little, they would tell me what they thought. And I told them what I thought as well.*

From this story, we can see Brian tried to show that he cared about the caddies. He gave evidence that he actively delivered his caring by enquiring about caddies' needs and listening to the caddies' views of their living conditions. He tried to draw a picture of how he cared about the caddies. This story implies that Brian believes *caring* is an item that constructs the role of caddy managers in the delivery of internal service to the caddies in the caddies' daily life.

5.3.1.1.3 Cross-case analysis—dyadic perspective

From the caddies' perspectives, we can see them as the company's internal customer, having some needs or expectations of the company, and the company as the internal service provider to deliver internal service to meet their needs and expectations. For example, when they are wrongly treated, they need be understood and defended; and they need the company to keep them safe as well. The manager, standing for the company, takes actions to meet their needs and respond to their expectations. The supervisor's response embodies the supervisor's *understanding, defending, caring* about, and *securing* the safety of the caddies he supervises.

From the manager perspectives, we can see the supervisor as the caddies' internal service provider. They express the caddies' need for safety and good living conditions; they have responsibility to ensure the caddies' safety; and they care about the caddie's living conditions. So they respond to the caddies needs and expectations by doing their jobs to show that they *care* about the caddies and *secure* their safety.

From a dyadic perspective, it can be seen that when the caddie managers deliver internal service, *understanding*, *defending*, *caring* about and *securing* the safety of the caddies are items that construct the role of caddy managers through the operation of role expectation and role response.

5.3.1.2 Internal Customer Needs and Requests

Caddies, as internal customers, sometime they have requests for their managers. The following two cases consider the caddies' needs and requests of their supervisor.

5.3.1.2.1 Caddies' perspective

Naomi recited one story of request on their daily life.

Case 6

Naomi: One day, each member of staff got two chicken legs as the meal. In the evening, we had loose bowels. The housekeeper called the supervisor. He came to see us with medicine and sent us to hospital in a car. The next day, we discovered that, in fact the supervisor had very serious diarrhea as well. We felt the supervisor was very kind to us.

In this case, we can see that the caddies were ill and they expected the supervisor to help them. However, the supervisor was also ill. But in order to respond to the caddies' expectations, the supervisor still responded immediately to help them. The caddies respected the supervisor for this. This case shows that the caddie expects the supervisor to care about them and respond quickly to help them when they need it. So, it shows the caddies believe *caring about*, *responsiveness* and *assistance* are items that construct the role of the caddie manager from the caddies' perspective.

Linda also recalled a story about their living conditions.

Case 7

Linda: *In our company, in terms of food and accommodation, if we have some requests, they will try to meet it. For example, it was very hot, and we asked them to fixing the air conditioners in our dormitory. The supervisor spoke to the administration department. Because there is not enough electric power to drive the air conditioners, they did not fix them. But they provided several electric fans for each dormitory. That is, they tried to meet our requests in some way.*

From Linda's narrative, we can see she is very satisfied with the living conditions that the company provides. This is because when the caddies express their requests and expectations, the supervisor's response is to try to help them in line with the specific situation. They can see that the supervisor and the company care about them and will try to improve their living conditions. The story also expresses that **responsiveness** and **help** are items that construct the role of caddie manager from the caddies' perspective.

5.3.1.2.2 Managers' perspective

Anderson recited one story about the caddie's living conditions.

Case 8

Anderson: *Once, one caddie came to see me talking about her living conditions. More specifically, her bed had some problems and needed repair. In fact, this is not my responsibility. She should report to the administration department. I think I should try my best to help the caddies. So I told her I would tell the administration department to help her. Although I could not help her myself, I still tried to solve her problem, and she was happy with that.*

In this instance, it appeared that the caddie expected the supervisor to help her to fix her bed. In fact, the caddie should have known this was not the supervisor's responsibility. Maybe she thought the administration department would be more efficient if the supervisor reported this problem for her. The supervisor could tell the caddie to inform the administration department herself. But the supervisor responded that he would try his best to help her and tell the administration department about it and the caddie was happy with that. From this we can see Anderson tried to express that he is **responsive, helpful, caring and flexible** and that these

are items for constructing the role of caddy manager when they encounter the caddies' requests regarding daily life.

5.3.1.2.3 Cross-case analysis—dyadic perspective

From the case the caddies related, it can be seen that when the caddies as internal customers have some requests from their service provider — the supervisor — if the supervisor responds quickly to help them, they have a positive attitude towards this service encounter. As in the analysis above, from the caddie's perspective, *responsiveness* and *assistance* are items that construct the role of caddy manager regarding the caddies' requests of daily life.

From the case the supervisor related, the supervisor understood the caddie expected him to help her. Although the need was beyond the supervisor's capabilities, the supervisor helped the caddy by passing on her request to the related management team. He followed his understanding of his responsibilities to indicate a role of *responsiveness*, *flexibility* and *assistance* in order to respond to the caddie expectation. Thus, the supervisor thought the caddie was happy with the action he took. That is, by the supervisor perspective, *responsiveness*, *flexibility* and *help* are items that construct the role of the supervisor through the role expectations of caddies and the role responses of the manager.

Combining the perspectives of caddies and supervisor, we can see that, regarding the caddies' needs and requests for daily life, the managers respond to the caddies' expectations by doing their job so as to show their *responsiveness*, *flexibility* and *assistance*.

Through this analysis, we find that, in daily life, there are two themes to the internal service encounters between caddies and their managers: the delivery of internal service and internal customer needs and requests. On each theme, the supervisors respond to the caddies' needs and expectations to their responsibility. Thus, through caddie role expectations and

supervisor role responses, the role of supervisor is constructed in each internal service encounter. The findings indicate *understanding, defending, caring about, securing safety, listening, flexibility, responsiveness and assistance* are the items in constructing the role of the caddy manager in internal service encounters during the caddies' daily life (see Table 5.1 for details).

Table 5.1 Findings on internal service encounter on caddie's daily life

Name of service encounter			Role expectation of caddies	Role Response of Managers	Items for construction of manager's role
Daily life	Delivery internal service	Case 1	Caddies have needs to be understood and defended when they are wrongly treated	Understand them and help to defend them.	Understanding and defending caddies
		Case 2,3,4	Caddies need to be kept safe	Remind them and take action to keep them safe	<i>caring</i> about and <i>securing</i> the safety of the caddies
		Case 5	Caddies need to be cared about regarding their living conditions	Enquire what problems they have regarding their living conditions	<i>Listening</i>
	Internal customer needs and requests	Case 6,7,8	Caddies need the supervisor help to solve their problems	Respond quickly to request for help	<i>Caring, flexibility, responsiveness and assistance</i>

5.3.2. Training

There are two main kinds of training. One is for new caddies and the other is for experienced caddies. Both Club A and B provide training for all new caddies. For experienced caddies, club A just demands the caddies whose performance is very poor to retrain with new caddies. Club B often trains experienced caddies by demanding caddies to serve and caddy the managers while they play golf.

The participants related nine stories about training and they are categorized into two themes: delivery of internal service and internal customer needs and requests.

5.3.2.1 Delivery of Internal Services

5.3.2.1.1 Caddies' perspective

Case 1

Ben from Club A recalled one story about his supervisor teaching his working skills.

Ben: Mainly we chatted about how to serve customers and some golf rules. When I was confused about golf rules, I would go to ask him (Supervisor). Every time he explained very clearly because he has worked in this industry for a long time and has a lot of experience. In addition, his attitude was very good. If you asked, he would try his best to explain to you.

In this case, we can see **competence** is an item that constructs the role of supervisor. Ben wanted to improve his skills for serving customers, and expected the supervisor to be able to help him; this means the supervisor must have enough ability to teach and help him. The response of the supervisor showed that he had a lot of skill and experiences to teach him and meet his needs. The supervisor was also shown to be very professional since his attitude was very good and he tried his best to help Ben. Ben was satisfied with this outcome. This case shows that the role of the caddie supervisor should be **professional** and **competent** from the caddie perspective.

Case 2

Annie from Club A recalled that she came to the club to take the training course on her first day.

Annie: It was the current supervisor who trained me. Our batch was about 8 new caddies being trained together and I was the newest caddie in this batch. My supervisor was quite kind to me and gave me a cap to wear to protect me against sunshine.

The training practice was very hard on the caddies in the summer because it was very hot and the summer sunshine was very strong. Annie, as it was the first time she had attended this kind of training, must have difficulty to tolerate this situation. The supervisor understood her. In order to relieve her discomfort, he provided her with a cap to protect her against the sun. Although it was not his responsibility to do this, the supervisor still delivered this extra service to Annie. From the way Annie told the story, we can see she appreciated the kindness of the supervisor and got a strong impression of it. The supervisor's behaviour showed that he was very considerate. This story showed that *consideration* is an item that constructs the role of caddie manager from the caddies' perspective.

Case 3

Annie also remembered a positive story about her supervisor delivering motivation by recognition.

Annie: One day, we were tested on the course. The supervisor asked me to role-play introducing the course to customers such as explaining the par for the current hole and by which direction it was better to play. After I answered, my supervisor tactfully praised me, saying that I did very well, and said to other caddies on the spot that although I was newer than them, I did better than them. I thought I had just done something simple, but the supervisor appreciated me.

In this case, we can see that Annie did not expect the supervisor to praise her for her performance but the supervisor did it. We can also see Annie was very happy and surprised at this outcome for this encounter, which implied that recognition is useful to motivate the caddie such that she remembers it as a positive case. This case indicates that the caddy has need of motivation and the supervisor can deliver motivation by recognizing caddies. It can be seen from this case that from the caddies' perspective *recognition* is an item constructing the role of caddie manager as a trainer in internal service encounter situations.

*Case 4 (*stands for negative case in this study if there is no special note.)

Rose from Club B narrated her dissatisfaction with the training of the experienced caddies.

Rose: The old caddies have to attend training as well. Every day, the last few caddies need to be trained by the supervisor (who is in charge of routine caddies work), the supervisor's line manager and the coaches from the driving range. In fact, in this training, they did not teach us anything and we just accompanied them to play golf. Actually, it was not training, and they just asked us to serve them. If they were training us, they should have pointed what we did not do well and what we needed to improve further. However, when we accompanied them; they just played golf and did not give us any direction. We came back when they finished their round. They did not give us any summary of what aspects we had done well and what aspects we needed to improve etc.

From her way of relating the story, it can be seen that Rose is very dissatisfied with this kind of training. Rose expected they would get some guidance and learn some skills to improve their competence. The managers responded unprofessionally, did not deliver any skills and experience to the caddies and just focused on their playing. The caddy was dissatisfied with their unprofessional behaviour. The case shows that when the caddies are being trained, they expect the supervisor to be professional. If the supervisor response lacks professionalism, the caddy will not be satisfied with the supervisor. This case demonstrates from the caddy's perspective that *professionalism* is an item in constructing the role of caddie manager.

5.3.2.1.2 Managers' perspective

The supervisor Brian who is in charge of the caddie's routine work in Club B also related a story about training for experienced caddies.

Case 5

Brian: Last year, most complaints from customers concerned balls that could not be found. I thought one reason was that the caddies did not catch the main point about how to find the ball... For example they don't know how to find a reference point such as a tree, to search for the ball...so I played rounds with caddies and asked them to look for my ball in order to improve their skills of finding balls. Although there were a lot of complaints about this last year, now customers hardly complain any more.

In this case, we can see Brian tried to explain that the aim of the caddies accompanying him to play golf was to train the caddies to improve their skills, and he gave evidence that after training, the caddies' skills in finding balls were improved so that customers now hardly complain. According to this narrative, it can be seen that Brian tried to show he was skillful in training caddies and that he was professional in his focus on improving the caddies' skill when he was training them. Whether his narrative is true or not, it can be seen, that in his opinion, the caddy manager should be competent and professional. That means that, from the caddy manager perspective, *competence* and *professionalism* are two items in constructing the role of caddy manager when he is training caddies.

Case 6

The training supervisor Anderson from Club B related one story about his helping a caddie to build self-confidence.

Anderson: There was a caddie who worked here since last year. Before she came here, she did pyramid selling and lost a lot of money. Since we communicated quite often, she liked to talk with me about herself. And she always said to me "I am worse than the other caddies and I feel very inferior." She thought her family had lost a lot of money because of her mistake and that she had no special skills to earn money, and so she felt very inferior and very sad. I kept encouraging her....In fact, her literacy is quite good including her writing skills, and she is quite pretty. I said to her, "in fact, you have your own strengths. If you can forget your past and cheer up, you can definitely be an excellent caddy and find your confidence."

From Anderson's story, it can be seen that Anderson thought that this caddie, who felt inferior, needed to build her confidence. And as the supervisor he felt the responsibility to motivate her, and help her to build her confidence by analyzing her strengths. Anderson thinks he fulfilled his role very well through his interaction with this caddie. This is because he related that the caddie recently said to him her life became "*very nice, I can afford to keep myself and can post some money to my family as well*", so he can see that she has become happier and more confident.

This story indicates the caddie manager believes *encouragement* is an item in fulfilling the role of caddie manager.

5.3.2.1.3 Cross -case analysis—dyadic perspective

Combining the stories related by the caddies and the supervisors, there are three different services that are delivered to caddies by caddie managers through training. One is delivering skills and experience in order that the caddie has enough ability to work; in this situation *competence* and *professionalism* are the items that construct the role of caddie managers.

Case 4 is negative in that the caddie felt the supervisor was lacking professional performance.

Case 5 is a positive case related by the caddie supervisor because the supervisor thought he was competent and professional when he delivered training to experienced caddies. From both cases, it can be seen that whoever the caddie or supervisor, both of them believe competence and professionalism are the items that construct the role of caddie managers when delivering training to caddies. One is delivering motivation in order that caddies can actively work with confidence; under this situation, *recognition* and *encouragement* are two items that construct the role of the caddie's managers. One is delivering extra service such as "caring" in order to show the company is highly personalized; *consideration* is the item that constructs the role of caddy manager.

5.3.2.2 Internal Customer Need and Requests

5.3.2.2.1 Caddies' perspective

Since the new caddies cannot serve the customers when they are training, they do not get any pay. In addition, in Club A, they have to pay for their food and accommodation since the club does not provide them. In this situation, all new caddies look forward to finishing their training and starting to serve customers as soon as possible. In Club A, the supervisor can

decide directly how long each caddy needs to be trained. In Club B, the line manager of the training supervisor makes the decisions about the training time for new caddies.

Ian from Club A narrated a story that in order to serve customers sooner, he tried to invite his supervisor to have a meal.

Case 7

Ian: After I had been training for about a month, I still could not serve customers. So I could not get any pay and had to pay for my accommodation and food. I was very anxious and wanted to serve customers soon. So I quietly told him (Supervisor) that that night I want to invite him for dinner. But he refused and said: "You just do your best, and it will be OK." In order to ask somebody for help, inviting him for dinner is very common. But he refused me. Since this event, I feel he is very fair and has integrity.

Ian wanted to serve customers and get tips. During the training period, he could not. So he wanted to finish the training earlier. The supervisor would decide if he continued training or not. So he invited the supervisor for dinner in order to ask him to finish his training and start to serve customers. He knew it was normal in China to invite a person for dinner in order to ask him/her to do a favour for him and that the supervisor would accept his invitation.

However, the supervisor refused him by saying "*You just do your best, and it will be OK.*"

From what the supervisor said, we can understand there were two meanings here. One is that he understood the caddy's aim of inviting him dinner and he knew the caddie's difficulty.

Another is that he explained that the way to achieve Ian's aim was for him to work hard at this training and learn what he needed to master. Ian understood the supervisor's meaning and the supervisor's response won Ian's trust and respect. It can be seen that this internal service theme is about internal customer need and requests that try to build unusual relationships with the supervisors in order to obtain privileges. The internal customer expectation of the supervisor's role was that it would meet his request. The response of the supervisor was to refuse him, because it was not reasonable and not fair to other caddies. The supervisor's behaviour embodied his *understanding, fairness* and *professionalism*. And the

caddie was very satisfied with his behaviour although his request was not met. It shows that the caddies recognized that *understanding*, *fairness* and *professionalism* are the items in constructing the role of the caddy's managers.

Case 8

Diane from Club B narrated her experience on her training.

Diane: When I entered the company, the course had not been completed and the grass was just planted, and the club was not open. At that time I knew nothing about the golf industry. Maybe you couldn't understand how hard it was for us at that time. From our accommodation to the course, we had to walk about half an hour. And then, we kept walking for the whole day on the course. It was such hard work that at night we found our feet had developed blisters. Although it was very hard, we had no pay. We had many complaints and one third of the caddies left. We always complained to the supervisor. The supervisor said that he understood us, but currently it was not possible to change things because the company was not open. But he talked with us about how bright the future of the golf course was, how bright our future was, and encouraged us to overcome our current difficulties and try our best to learn skills and said that we would get good pay and a good future after the club opened. It was our future that kept us here, and we looked forward to the day the club opened.

In this instance, reading between the lines, we can see that Diane expected that her training condition could be improved. For example, her training intensity could be reduced and the caddies in training could get some pay if they complained to her supervisor. But her supervisor knew the club would change nothing for them because it was not open. The supervisor's response not meets Diane's expectation. But the supervisor explained to the caddies on the future of the company and the caddies. By listening to the explanation, the caddies came to believe that the current difficulties were just temporary, with the result that they could tolerate the current hard situation during their training period. This is evidence that when the manager cannot meet the caddies' wishes, explaining to them can obtain their understanding and increase their tolerance. This is similar to the concept of the external customers' expectation zone proposed by Zeithaml and Bitner (2003). That is, the zone of customers' service quality expectation can be widened if explanations are given, and

customers will be flexible to allow for restrictive circumstances. This case shows that *explanation* is an important item in constructing the role of caddie manager.

5.3.2.2.2 Managers' perspective

Case 9

The training supervisor Anderson from Club B recalled a story about the caddy's needs to serve external customer.

Anderson:She is quite clever and learned very quickly. Normally, in this course, the new caddies need training for two or three months. She mastered the skills after training for one month. And she spoke to me, "could I finish training and start to serve customers because I need money and I have not even enough money to buy a coat." At that time, it was winter. Based on her special situation, I spoke to my line manager. And the manager permitted her to finish her training. I thought it was a small thing. But a few days before, when she met me, she said to me, "Since I came here, you gave me a lot of help, and my training time is shortest."

The caddie who had just been trained for a month needed to finish her training and start to serve customers. However, the training time could not be shorter than two month in Club B since normally caddies need to be trained for two or three months. According to this unwritten regulation (three months training), this request from the caddie should have been refused. The caddie had two special reasons to request it. One was that she had enough ability to serve customers. The other one was that she urgently needed money. Based on these two special situations, the supervisor reported to his line manager instead of refusing her directly, and the caddy's request was met. From the caddie's attitude, we can see the supervisor thought the caddie was satisfied with this outcome and he presented the caddy's attitude as self-evident. In this case, the supervisor's behaviour embodied his flexibility towards caddy's request. That means that, from caddie manager's perspective, *flexibility* is an item in constructing the role of caddie manager regarding caddie's need for training.

In addition, the supervisor of Club A, Jon, showed his feelings on facing the caddies' request:

Jon: "... I have been training the new caddies. Sometimes I was really anxious since they were slow to learn. In addition, human being feels sympathy for others. They (the new caddies) feel they have no money (they have to pay for their food and accommodation), so I am in a very difficult situation since their skills are not good enough to serve the customer (to earn money)."

From what Jon related, it shows that on one hand he understood the new caddies' difficulties and their wish to serve customers for money. On the other hand he could not end their training since they still did not have enough ability to serve the customers because they were slow to learn. It can be seen that Jon responded to the caddies with *understanding*. But he put the end customers — the external customers — first. Since the internal customers — the caddies — had insufficient ability to serve the external customers, the supervisor could not meet their wish to be allowed to serve external customers. Some authors argue that the notion of 'employee as customer' raises the question as to whether the needs of external customers have primacy over those of the employees (Ahmed & Rafiq, 2002). The findings showed that external customers as end customers still have primacy over employees.

5.3.2.2.3 Cross case study—dyadic perspective

Combining the stories related by the caddies and the supervisor, it can be seen there are two kinds of need, one is to shorten training time and the other is to change the caddies' current situation in training. *Understanding, fairness, professionalism, flexibility* and *communication* are the items that construct the role of caddie managers regarding caddies' need for training.

Following this analysis, we find that, regarding training, there are two themes in the internal service encounters between caddies and their managers: delivery of internal service and internal customer needs and requests. Within each theme, the managers respond, according to the caddies' needs and expectations. Thus, through caddy role expectations and manager role responses, the role of the caddy manager is constructed in each internal service encounter.

These findings indicate *competence, recognition, encouragement, consideration, understanding, fairness, professionalism, flexibility and communication* are the items that construct the role of caddy managers in internal service encounters regarding the caddie's training (see Table 5.2 for details).

Table 5.2 Findings on internal service encounter on caddie's training

Name of service encounter			Role expectation of caddies	Role Response of Managers	Items for construction of manager's role
Training	Delivery of internal services	Case 1 Case 4* Case 5	Caddies need to acquire enough ability and skills to work	Knowledgeable delivery of skills and experience	<i>Competence</i> <i>Professionalism</i>
		Case 3, 6	Caddies need motivation to work	Praise caddies properly and help analyse the strengths of caddies to build their self-confidence	<i>Recognition</i> <i>Encouragement</i>
		Case 2	Caddies have no expectation to managers since their need is beyond managers' job description	Delivery of extra service to relieve the caddies' difficulties	<i>Consideration</i>
	Internal customer needs and requests	Case 7,9	Caddies expect to finish training earlier in order to earn money sooner	Response depended on the caddy work skills learned and the caddie's specific situation	<i>Understanding</i> <i>Fairness</i> <i>Professionalism</i> <i>Flexibility</i>
		Case 8	Caddies expect to improve their training situation	Cannot meet the caddies' expectation but explanation to gain the caddies' offered understanding	<i>Explanation</i>

5.3.3 Routine Work

The caddy's routine work mainly includes serving customers, maintaining the course and cleaning the carts. There are 23 stories about routine work from caddies and caddie managers, and they are categorized into three themes: delivering internal service, internal customer needs and internal customer complaints. Firstly, delivering internal service is analysed.

5.3.3.1 Delivering internal service

There are eight cases relating to delivering internal service. They are mainly about the delivery of extra service that is beyond the manager's job range, the delivery of work skills, the delivery of work motivation and the delivery of caddie involvement and participation. The cases related by the caddies are analysed first.

5.3.3.1.1 Caddies' perspective

Sometimes, the caddy managers deliver extra services to the caddies and those services go beyond the managers' job description. The following two cases are about delivering extra services.

Case 1

Julie from Club A related one story about the supervisor sending ginger soup to the caddies.

There was a golf match around national day in our club. During the match, it rained heavy. All of us were wet. It was really cold. Our supervisor came and delivered ginger soup to us. (Ginger soup is held to protect from the cold and makes the consumer feel warm). We were very moved.

From this story, it can be seen that Julie did not expect the supervisor to send the ginger soup. Even though she felt cold, she thought that was her job, and that she had to keep working. In fact, they needed to keep warm to relieve the difficulty of the work, but they did not expect the supervisor to take action to solve this problem because they did not think it was the supervisor's responsibility. But the supervisor did what they had not expected and gave them what they really needed to help them, so showing that he knew what they needed, and that he cared about them.

Superficially, this internal encounter theme is about sending ginger soup to caddies. Actually, the supervisor as an internal service provider provided an extra service to the caddies. This service is beyond the service range constructed by supervisor and caddies. However, the

supervisor was very considerate, knew the difficulty of the caddies and tried to relieve their difficulty by sending the ginger soup. From the way this case related, it can be seen from the caddy perspective that **consideration** is an item that constitutes to the role of caddy with regard to internal service encounter during caddy's routine work.

The similar story related by Gill from Club A is the following.

Case 2

Gill: Once when I served a customer, I couldn't find a trolley for carrying the golf bag, and I had to carry the bag on my back. That day, it was very hot and I felt really tired carrying the heavy clubs. During the round, the supervisor went to the course for marshalling and found me carrying the golf club. He asked, "Why didn't you use a trolley?" I told him, "There were no free trolleys." "I will go back and check for you. If I find one, I will bring it to you." After a while, the supervisor drove back with a trolley for me. I was really moved...

From this story, we can see that as in the previous case, since it was hot and Gill had to carry the golf bag for her customer instead of using a trolley, the difficulty of her job was increased. The supervisor found that she was working without a trolley and actively went to find a trolley for her, although it was not part of his job description. His consideration and help gave Gill a highly positive impression. As in the previous case, this story also showed that, from the caddy perspective, **consideration** is an item that constitutes the role of caddy manager in internal service encounters during the caddie's routine work.

Julie also recalled the following story about the supervisor delivering internal service regarding the caddies' meetings.

Case 3

Julie: In our company, I think there is quite a personal focus. Our supervisor often holds meetings with us. At the meeting, he talks about the weakness and deficiency of our work. And at the same time, we could talk about our ideas and requests. Even if he is not able to deal with them, at least he can report them for us to his manager and let the company know what we caddies think.

From this case, we can see that the meeting held by the supervisor delivers two kinds of service to the caddies. One is delivering the work skills and experience to improve the caddies' service ability. The supervisor talked about the weakness and deficiency of the caddies' work. That means the supervisor explained to them how to reduce their weaknesses and deficiencies and improve their service skills. To deliver this service, the supervisor must have enough ability to know the caddies' weaknesses and deficiencies and have the ability to give suggestions on how to overcome them. Thus, *competence* is an item needed to fulfil the role of caddy manger when delivering this kind of service. The other service is delivery of the caddies' involvement and participation. The supervisor gave the caddies opportunities to express their views on their jobs. And he listened to us and responded accordingly. From the way Julie related the story, we can see she was satisfied with the supervisor's response and behaviour. Thus, *listening* is an item constituting to fulfilling the role of caddy manager for delivering employee involvement and participation in internal service.

This case shows that from the caddy perspective *competence* and *listening* are items in the construction of the role of caddie manager for delivering internal service.

Ruth from Club B recalled a negative story about speaking out.

*Case 4

Ruth: Every evening, before we finished our work, we were meant to wash golf carts and put them in the storeroom. And the next morning, although they were clean, we were meant to wash them again and then use them. In fact, we were repeating useless work. So I asked the supervisor whether we could reduce the washing to just once. But he disagreed with us. He thought I was lazy, or maybe others were. Maybe he thought other caddies would do this work and why I questioned this issue. He refused me immediately. Maybe out of his dignity, he did not accept my suggestion. However, in the end, washing the golf carts in the morning was cancelled.

Ruth expected the supervisor would listen to her suggestion to reduce the once washing of the golf carts. The supervisor's response was to refuse her immediately. It is obvious that Ruth

was dissatisfied with this response. She thought her suggestion was reasonable and gave the evidence that *'in the end, washing the golf carts in the morning was cancelled'*. Since the supervisor did not explain any reason for refusing, so in her opinion, the supervisor refused her at that moment out of embarrassment. According to Jacobs and Gao (1995), the supervisor might be affected by his consciousness of the hierarchy. He might have thought that Ruth was challenging his superior position as a supervisor and that she should comply with the rule whatever it was. So he was unwilling to listen to the caddy's suggestion. The outcome of this encounter was that dissatisfaction was caused by a lack of listening. Thus, this case also shows that **listening** is an item needed to construct the role of caddy manger with regard to delivering employee involvement and participation in internal service.

Linda from Club B recalled a story about her supervisor narrating his reflections on visiting a club in Xi'an.

Case 5

Linda: A few days ago, the management team including our supervisor went to visit one golf club in Xi'an and they played golf in that club as customers. He talked about his impression of that club such as its management and other situations.... He said its management was not so good, the course was 18 holes as well and there were a lot of customers playing golf. Maybe the caddies worked there for too long, such as four years or five years, or maybe they were too busy, but they seemed to care nothing for their customers and they were short of communication with customers. They were very quiet and did not actively talk with customers, and they worked there as long as three or four years. He said, the course was good, the caddies' work skills and capability were quite good as well, but the caddies failed to communicate with customers.... he stressed communication was very important. If a customer went to a club to play golf, then especially for new customer, the caddie didn't display a good manner and didn't talk with him/her; s/he would feel bad and have a bad impression of that club. If the caddie was very enthusiastic, no matter what his playing was like, the customer would be put in a good mood. When he went to that course, my supervisor felt very bad because this was first time he had played this course (so he knew nothing about this course), the caddy (who served him) was impolite and didn't explain how to play.

From this case we can see that the supervisor explained how to satisfy customers by taking a customer perspective. He delivered his experience as a customer of what kind of caddy behaviour customers like and what kind of caddy behaviour customers don't like. From his

experience, he delivered the proper way that caddie treat customers. The way of relating the story shows Linda was satisfied with the supervisor's discourse. It can be seen that what the supervisor talked about was getting new experience and delivering to the caddies. The new experience actually enhanced the supervisor's competence. As a matter of fact, this case still shows that competence is an item in constructing the role of caddy manager for the delivery of skills and experience to caddies in order to improve caddy service quality.

5.3.3.1.2 Managers' perspective

The supervisor Jon from Club A recalled the same story as Julie about caddies' meetings by chance.

Case 6

Jon: When I held meetings, I would ask them to give me some advice on my management style. Because some decisions are based on my own opinion, and might not be perfect, therefore I always said, "If you have ideas, please tell me."

Jon's narrative shows that Jon would like the caddies to be involved and to participate in their own management by saying what they think. Jon tried to express caddies' involvement and participation is part of the internal service content and he delivered this service by listening the caddies' views. That indicates that, Jon believes that *listening* is the item in constructing the role of caddie's manager regarding delivering internal service.

Brian the supervisor from Club B happened to narrate the same story as Linda about his experience to visit a club in Xi'an.

Case 7

Brian: Now I think the big problem is that some caddies have worked for a long time and have now become wild old birds and short of motivation. Now I am thinking how to improve their motivation. A few days ago, we went to a club in Xi'an to investigate it.....I played golf as a customer there. When we got out of the car, a few caddies took our club bags, and did not give me a card for my bag, and no one asked us how many customers we were, or whether we wanted to play immediately. And that is how it went on. I found their management and customer service were not so good. When I played the first hole, I asked the caddie where the green was. She told me where it was. I asked her one question, she just answered this question and never actively introduced the course to me. I asked her how long she had been a caddie. She said, more than four years. As an experienced caddy, she should have been able to tell when I asked her that I was a new customer and not familiar with this course. And

based on this judgment, she should have actively introduced the course to me but she did not. After I came back, I talked with our caddies about my sense of this trip. 'Firstly, the caddies represent a club. As the front line staff, the first thing the customer sees is you, the caddy, and the first impression of the club comes from you. As a caddy, if you don't know to greet customers, actively communicate and help them, you are not a good caddie. Whatever you do and wherever you are, when you wear your uniform in the club, you stand for the whole company; you should be enthusiastic and considerate to customers whether their skills are good or poor. As a customer, I played in that club for three days and different caddies served me. Although I paid all of them the same amount: 50 yuan, I was reluctant to pay tips to the caddy who served me poorly and wanted to pay more to the caddy who served well. So customers can tell you about service quality. And in fact, your income and your service are related. Don't believe other caddies' opinion on which customers are mean, because the caddy probably did not serve him/her well and he or she did not think this caddie deserved a good tip. If you try your best to serve him/her, maybe you will get a better tip from him / her. However, when caddies worked for a long time and become lazy, they do not realize that their income and their service were related.' ... So I introduced my experience as a customer and stressed to them that in order to improve service quality they should actively communicate with customers, such as introducing the course details and giving them suggestion, since their suggestions are very helpful for improving customers' playing. And I suggested that they read some golf magazines to improve their skills.

From this case, we can see that Brian thought some caddies had worked for too long and lost their motivation. Although the caddies did not realize they needed motivation, it is likely that they needed motivation to serve customers. The supervisor thought money could motivate the caddies. Drawing on his experience, he discussed the relationship between tips and service quality from a customer's angle. He encouraged the caddies to improve their service quality in order to get more tips. He thought the caddies agreed with his opinion since a group leader gave examples from her experience to support the supervisor' opinion and said "*You are right, it is true that the income and service are related.*" In addition, the supervisor gave the caddies suggestions on how to improve service quality. From this case, it can be seen that the supervisor thought he used his competencies such as his experience and his understanding of caddies to deliver motivation to them. He also used his knowledge to deliver caddies the skills to help them to improve service quality. This case indicates that, from the caddy manager perspective, **competence** is an item in constructing the role of the caddy manager regarding delivering internal service including motivation and skills.

The training supervisor Anderson from club B recalled one story about comforting the group leader demoted to be an ordinary caddy.

Case 8

Anderson: ... A few days ago, the caddie group leaders were adjusted. Six group leaders were reduced to three. Four group leaders including A were demoted to caddies. And one caddy was promoted to a group leader. A has a short fuse, is very frank, and is not suitable to be a group leader. I worried that she would not be able to bear it and that she would go into spasms when she heard this news (she was volatile, and easily became hysterical). So I talked to her before the announcement. "The group leaders may be changed. How do you feel about that?" When she heard this, she burst into tears and said, "You need not say any more; I know I will be demoted." I said, "You should think about the caddy's advantages compared to being a group leader. As a caddy, you will feel more relaxed than a group leader. And the salary of a group leader is just RMB200 more than a caddy but they work more than a caddy. In addition, a group leader has to deal with complaints from caddies. As a caddie, if you work hard and care more about the customers, and if customers name you to serve them several times and you serve customer twice more than the group leader, you can earn more than RMB200. So your income will not be less than that of a group leader. Don't be sad, cheer up."After the conversation, she felt better. When she heard the announcement about the changes of the group leader, she was glad to accept this outcome and was happy to be a caddie.

From the story, we can see that A was going to be demoted from caddy group leader. In order to avoid her becoming depressed when she heard this news, Anderson talked with her in advance. Anderson firstly told her indirectly that she would be demoted, and then analysed how, as a caddie, she would have some advantages compared with a caddie group leader, and this motivated her to be an excellent caddie. Anderson argued the conversation was very helpful to A because "*she was glad to accept this outcome and was happy to be a caddy.*" Anderson tried to express that the communication he did as a supervisor is the proper way to deliver motivation to a caddie. That means, from the caddy manager perspective, **communication** is an item that constructs the role of caddie manager regarding delivery internal service.

5.3.3.1.3 Cross-case analysis—dyadic perspective

Combining the caddies' and caddy manager's perspective, it is found that there are three kinds of internal service that the caddy managers delivers to the caddies during routine work. One is to delivery of extra service. Extra service was beyond the caddy manager's job description, but when the caddies encounter difficulties with their work, the manager helps to relieve their difficulties. In this situation, *consideration* is an item in constructing the role of caddy manager. One is delivery of the caddies' involvement and participation. The managers give opportunities to caddies for speaking out, and they listen to their views. In this situation, *listening* is an item in constructing the role of caddy manager. The last one is the delivery of motivation and skills. In this situation, as discussed above, *competence* and *communication* is items in constructing the role of the caddy manager.

Internal customer needs as one theme of internal service encounters regarding caddy routine work are analyzed in the following section.

5.3.3.2 Internal Customer Needs and Requests

Eight stories are recalled by the participants about caddy needs and requests. Most stories about caddy needs are about asking for time off, especially for the employees of Club A. As noted above, Club A does not provide free food, accommodation and basic pay to caddies and the caddy's income comes only from customers' tips. In order to ensure the caddy's income, the club does not recruit surplus caddies. Although it is the same size with Club B, it just recruits 42 caddies, Club B has 80 caddies. That means that, except for the caddy's normal holiday, it is difficult for them asking for extra off time in Club A.

5.3.3.2.1 Caddies' perspective

There are six stories about caddy's needs recalled by the caddies from Club A. One story is about asking to play golf when they are off duty, and the other 5 stories are about asking time off.

Case 9

Julie: ... some caddies wanted to practice golf while they were off duty. They raised it in a meeting. Our supervisor put it forward to his line manager. Our manager accepted our request and permits us to play golf when there are fewer customers.....

In China, some professional golf-players started out as caddies. Becoming a professional is possible one direction for a caddy's career development. In addition, improving the caddy's skills in playing golf can help the caddie to guide their customer and improve their service quality. For these reasons, the caddies asked to play golf when off duty. Since this request was beyond the supervisor's responsibility, he forwarded the caddies' request to his boss and got approval. In the manner and tone of her narrative, Julie showed that she was very satisfied with the supervisor's response and the outcome. Julie felt that the supervisor was very helpful and concerned about their needs. She gained this impression from the responsiveness of the supervisor. That means the caddie believes that *responsiveness* is an item in constructing the role of caddie manager regarding internal service encounter of caddie needs.

Case 10

Annie: In every Chinese New Year period, there were some caddies who had to work and could not go home to get together with their family. Normally, the new caddies and some caddies whose family lived near the club would stay at the club and work. After the holiday, when the other caddies came back, they could take some holiday and went back home to get together with their family. Because I am local, every year I worked over the Chinese New Year period, and I thought my performance was good. Last Monday was the market festival (traditional local festival) and my relatives wanted to come over, so I wanted to ask for one day's leave to get together with them. Because there were some caddies who were not at work from Monday to Friday, I wanted to ask one to replace me. Because it was very hot, no one wanted to replace me. I had no choice but to ask the supervisor. I thought it should be no problem to get

one day's leave because I seldom asked for leave, I worked hard and my performance was good. But the supervisor told me there were too many people off in my group: one was ill, one asked for 10 days' leave and was going back her hometown, and one asked two days' off to go back home town as well (in fact, this caddy would be off for 7 days: she would be off for two days, and be replaced for 5 days), the club would be short-handed if I also took leave. So he didn't consent to absence and advised me to ask somebody to replace me. My colleagues suggested that I could ask a part-time caddy to replace me. But I was so angry because I seldom asked for leave and worked hard, and had just asked this time off, but he completely refused me at all. I insisted on asking my supervisor for leave. So I went to see him again. My supervisor's attitude to me was very good and he recommended that I ask the caddie who would be off for 2 days, whether she would be off on Monday or be replaced, and if replaced, I could ask for leave. The result of inquiry was I found that she would be replaced for that day, so I could have one day leave. I felt so happy. It is very difficult for us to ask for leave.

From this case, it can be seen Annie knew it was difficult to ask for leave. First, she tried to find somebody to replace her but she failed. Then she had to ask her supervisor for leave. Since she thought her performance was very good and she regularly worked on Spring Festival, she expected that the supervisor would approve her request. However, due to the club being short of caddies at that time, her needs — asking for leave was contrary to customers' needs — needing caddies to accompany them. So the supervisor refused her request and explained the reason to her. It can be seen that the supervisor puts the external customers first. Annie was angry with this outcome and she thought she deserved to get permission but she did not. So she approached the supervisor again, and this time, on the premise that there were enough caddies to serve customers, her request was met. In this story, Annie tried to express first that asking for leave was very difficult, and second that her supervisor was quite good at dealing with the relationship with caddies such as “*My supervisor's attitude to me was very good...*” From Annie's information, it can be seen that when the needs of internal customers and external customers clashed, the managers ***put the external customers first***; but the supervisor dealt with the request of caddies very responsively. In addition, this case also shows that ***responsiveness*** is an item in constructing

the role of caddie manager regarding internal service encounter of requests about caddie's routine work.

Case 11

Lisa: *Last Chinese New Year festival, some caddies were able to go back home for 20 days. Other caddies had to stay in the company to work. So I did not go home for Chinese New Year. When the holiday finished, the caddies who went home came back and the other one were able to go home but just for 5 days. I felt this was too short and not fair, and I wanted more days off to stay with my family. So I went to see my supervisor to talk about it. My supervisor said, "I understand you, but now the club is getting busy and we doesn't have enough caddies. We will recruit more caddies soon. When the new caddies start work, I will give you more days off so you can go home again. Do you think that's OK?" Although I was not so satisfied, I could accept that. Later, when I came back from my visit home, I thought it was OK because I had seen my family. In addition, if I had more days off, I would have no income for those days, so I thought I should not go home again. So I didn't ask for any more days off.*

Here, we can see that Lisa expected the supervisor to give her more days off. Due to a shortage of caddies, the supervisor refused her request but explained to her the reasons.

Although Lisa was not happy, she could still accept this result. This case shows again, that the supervisor ***puts the external customers first***. It also shows that explanations can widen the zone of customers' service quality expectations and that because of explanation, customers will be flexible enough to allow for restrictive circumstances (Zeithaml & Bitner, 2003). So this case shows that the caddie believes that ***explanation*** is an item in constructing the role of caddie managers when they can't meet caddies' needs.

Case 12

Ben: *I seldom asked for leave. Whether you are permitted to take leave depends on the situation... My home is in Hunan province. Last time my sister visited and asked for leave to take her to rail station to go home. My supervisor permitted this. If you ask for leave just for shopping, of course you would be refused.*

Ben observes that getting the permission for leave depended on the reason. If not reasonable, it would be refused, conversely, if it was reasonable, for example, Ben taking his sister to the station, it would be granted. Ben expressed his opinion that ***flexibility*** and ***fairness*** are items

in constructing the role of caddie manager in internal service encounter of asking off about caddies' routine work.

Case 13

Geoff: *Recently, on a Sunday at about 4 o'clock in the morning, I received a phone call from my family asking me go home immediately because of an emergency. But I had to work at half past 5. I couldn't find anybody who could replace me in so short time. I thought it would be difficult to get permission for leave from the supervisor because it was such short notice and normally Sunday was a busy day. I had no choice but to phone my supervisor to try to ask him for leave. Unexpectedly, after I explained to him, he consented to my request. I felt very happy, but sorry for him.*

Geoff knew it was short notice and Sunday is a busy day, and knew it was difficult to get permission for an absence. Because of an emergency, he had to try to ask for time off.

Unexpectedly, the supervisor consented to his request and it was a favourable outcome for Geoff. This case suggests that the supervisor put the caddy first and the external customers second. Actually, due to Geoff's emergency; the supervisor demonstrated his flexibility over Geoff's case. From the previous cases, we can see the supervisor put external customers first. But this is not a rigid policy and depends on the specific situation, as Ben recalled in Case 4. We can see that basically the supervisor *puts external customers first*, but balances caddies' needs and external customers' needs according to whose are more urgent and important. This case shows that *flexibility* is the item in constructing the role of caddie manager regarding meeting internal customer needs and requests.

*Case 14

Gill: *One day, my family called me back home for something. So I went to see my supervisor to ask for leave. I felt so embarrassed about the reason why I needed go home that I didn't tell him it. I just told him I needed go home. He said because several caddies had already asked for leave and he was short of staff, he could not permit me to go home. But I had to go home. The next day I continued to talk with him, and he refused me again. The third day, I went to see him again, and he reluctantly gave me permission for two days of leave. Although I was going to be off for two days, I felt not so happy. The process of applying was difficult.*

For Gill, although her need was met, it was still an unfavourable story for her because “*the process of the application was too difficult*”. Actually, this unhappy outcome was constructed by both Gill and the Supervisor. Since Gill needed to ask for time off, she should have explained her reason, and the supervisor could have judged her reason was worth allowing since he was short of staff. However, she did not explain to the supervisor because she felt embarrassed about the reason. At first the supervisor refused her because he was short of staff to serve customers, and had put external customers first. Then she went to see him a second time, and was refused again. And then, she went to see the supervisor the third time. Maybe this time the supervisor thought she might really have an important reason for going home and reluctantly gave her permission for vague reasons. In this case, we can see that if the supervisor had explained to Gill that he needed to know the exact reason in order to judge whether it was reasonable, Gill might have felt better. This case shows that lack of explanation can narrow the zone of internal customers’ service quality expectation, and indicates that ***explanation*** is an item in constructing the role of caddie manager regarding caddies’ needs.

Different clubs have different situations. Since club B recruits enough caddies, compared with Club A, it is much easier to ask for time off. We can see this in Angela’s narrative.

Case 15

Angela:....now it is slack season (so it is easy to be approved for time off.) If I want to take time off, I would go to see the supervisor, and he would ask me how long I want. If I said one week was enough, they would give me one week off. It is very simple for us to get time off.

Angela thought there was no barrier to ask for time off in Club B because it was slack season. That meant, there were not so many customers in Club B, and there were enough caddies to meet customers’ needs. On the premise of not influencing customer needs, the supervisor easily met caddies’ request for time off. In addition, from the background of Club B, we

know that it recruited as many as 80 caddies. So this case still shows that the caddy managers met the caddies' need that did not clash with the external customer needs. I.e. the caddie manager still put external customer first.

5.3.3.2.2 Managers' perspective

Case 16

The supervisor Jon discussed caddie's asking leave in Club A.

Jon: Asking for time off is quite common. We have a rule for asking for time off. If you are on late shift, you cannot ask for time off. Early shift is from 6am to closing time, the late shift is from 12pm to closing time.If the customers are not so many, the caddies in the late shift probably have no chance to serve customer. (Thus, the caddies just do unpaid work such as in the driving range and cleaning). At this time you ask for time off, you don't come in but tomorrow you are at the front of the queue (early shift) to serve customers and earn money. It is not reasonable. It is not fair on the other caddies. If all the caddies in the late shift want to ask for time off, how can I organise the work? You can imagine that they know they will earn nothing today and so ask for time off (to avoid unpaid work). It is perfect for them. In addition, on the early shift, if the customers are few and a caddy really has something urgent to do, I will allow them to take time off. Normally, there is a quota of two caddies allowed to be off every day and they can't have more than two unless they have some very special reasons for example a family emergency. If there is a family emergency, their family has to phone me (in order to ensure the information is true). If they really have emergency, I can tell from their tone or facial expression, and will approve the request. Sometimes, if I judge they really have emergency, I would approve their request immediately. If in this situation I still asked their family to call me that would be not reasonable.

From Jon's narrative, we can see that he expresses three standards for him to deal with the caddies' needs about asking for time leave. The first one is fairness. If caddies tried to avoid unpaid work and asked for leave when they were on the late shift, he would refuse because it was not fair on the other caddies. The second is to put external customers first. If the customers were few, he would consider the needs of asking for leave. The third was flexibility. If the caddies had emergency or special events, he would approve their needs about asking for leave. Thus, from caddie manager perspective, *fairness*, and *flexibility* are

item in constructing the role caddy manager when they encounter caddies regarding caddies' needs.

5.3.3.2.3 Cross-case analysis—dyadic perspective

Combining the perspectives of both caddy and manager, *responsiveness, flexibility, explanation, and fairness* construct the role of caddy manager in internal service encounters of caddy needs. Responsiveness means caddies expect their manager to consider and respond to their need; when the caddy's need and external customer needs are contrary, the supervisor *puts the external customers first*, but this is not rigid and depends on the specific situation. In other words, it is flexible. When the need is difficult to meet for the manager, they have to explain to the caddies and try to gain the caddy's understanding. In addition, when the caddy manager considers the need of the caddy, they should think about whether if their need is met, it will be fair on the other caddies.

Under the heading of caddies' routine work, there is one more theme regarding internal service encounters between managers and caddies — the internal customer complaint. It is analyzed in the following section.

5.3.3.3 Internal customer complaints

There are 7 cases of internal customer complaints including complaining about caddies, the rules of the club or external customers. The cases from the caddies' perspective are analyzed first.

5.3.3.3.1 Caddies' perspective

Case 17

Andrew from Club A recalled one story about complaining about other caddy regarding dividing tips.

Andrew: Once, we four caddies served four customers who played golf together. When they played the last but one hole, one customer's driver gave me our tips: 200RMB. But this customer did not know he had done this. When they finished their game, this customer felt very happy and give us tips: each got 100 RMB. When he distributed this to the second caddy, his driver told him he had already paid it. So the customer got back the money from the second caddy. Because the first caddy had put the tip into her pocket, the customer didn't ask her to return the money. After the customers left, the first one asked us to divide the tips. She thought the customer gave her 100RMB just for herself and she should get another 50RMB from the total tip of 200RMB. That would mean that she would get 150 RMB and each of us would get 50RMB. That was not fair. I thought we should divide the 300RMB including her 100RMB. That would mean each person would get 70RMB plus. Of course the first caddy didn't agree with me. So I went to see the supervisor to talk about this issue. After the supervisor knew what had happened, he decided that we three divide the 200RMB, while the first girl got 100RMB. I'm happy this decision and that girl also accepted it.

Andrew was not happy the first caddy was going to get 150RMB and the other three caddies including him, would just get 50RMB each. The first caddy did not agree to divide 300RMB so that each including herself would get 70RMB plus. We can see that both parties felt disadvantaged by division suggested by the other. Andrew expected a more favourable outcome from the supervisor so he went to see the supervisor. The response of the supervisor was not to agree with either suggestion from the two sides, and in order to balance the benefit for both sides, he came up with a third way to solve this issue with which both sides were happy. From the outcome, we can see that the supervisor's solution seemed fairer and more reasonable. From the way Andrew tells it, we can see that he was satisfied with this outcome. This case shows that *fairness* is an item that constructs the role of caddy manager regarding internal service encounter of complaining about other caddies.

Case 18

Ian from Club A recalled one story about complaining about a customer to the supervisor.

Ian: One day, I served one customer. This customer played very slowly and blocked 4 or 5 fairways. According to golf rules, the player who plays more slowly than one who is behind him should make way for the latter. So I told my customer, "Sorry Sir, can we give way to the customers behind us?" You know most players' social status is very high and they are either the boss of a company or the superior officer from the government. Some of them are very arrogant like this customer. He was very angry and asked me, "Do you think I play slowly? Why do you tell me that?!" And then, he

scolded me and swore at me. I really couldn't stand him and told him, "Sir, sorry about that. Would you like to change to another caddy?" "Yes, I would." So I called to another caddy to serve him. Because the customer had not finished his round, he did not pay me any tip. So, I went to tell the supervisor what happened. He understood me, comforted me, and gave me one more chance to serve a customer to make up for my loss that day. I was very satisfied...

Based on the following case 22 related by supervisor Jon, Ian could not divide the tips from this customer with the caddy replacing him in this situation (for more details please see case 22). Actually he was wrongly treated by the customer. Ian stopped work not because of his own fault and because of the customer's fault. This meant he had worked for nothing. He complained to his supervisor and we can see he expected the supervisor to understand him. The response of the supervisor showed that he understood Ian and in order to compensate him for his loss, he gave him one more chance to serve another customer. The outcome of this internal service encounter for the caddy was favourable. This case shows the manager believed customers are not always right, and understands and is considerate to caddies when they were wrongly treated by customers. This indicates that the manager's understanding and **consideration** are items that construct the role of caddy manager in internal service encounter about complaining external customers.

Rose from Club B related a negative story about complaining to her supervisor about an external customer playing a dangerous ball.

*Case 19

Rose:A dangerous ball is a ball struck while there is anybody within 250 yards in front of the player. The supervisor did not contact the customers and did not know some customers were bossy especially Qiao and Li. Sometimes, the customers ahead were very slow. And after they struck the ball, they did not leave immediately and stood there. Our customers would not wait and wanted to play. I tried to stop them, "You can't play because they have not left." but they said, "Don't worry; we'll make you a guarantee. If we hit them (the customers ahead), we will take the responsibility." They did not listen to us and just played. We reported to the supervisor; he said, "If you can't persuade them, you should hold or stop them and tell them, 'if you want to strike now, you strike me first.' " We really did not know how to deal with these customers. But the supervisor said no more that, and that is not the way to solve the problem, and of course we could not do that. In fact the

leaders couldn't solve it either and just blamed us. Whether it was our error, they just blamed us, "You are so stupid that you can't solve a trivial matter like this." Sometime, we could not understand...

From the way she tells the story, we can see that Rose felt very unsatisfied with the supervisor's attitude. Her reporting the problem customer to the supervisor shows she expected the supervisor would be able to give her suggestions to solve this problem. However, the method the supervisor suggested was unprofessional. His response created dissatisfaction in Rose because he did not give her any useful suggestions. From the response of the supervisor, Rose judged that he had no competence to solve the problem. Actually, the supervisor's response showed that he did not consider seriously the problem that Rose reported. The act of blaming the caddies indicates that the supervisor did not try to understand and be considerate of the caddies. Because of the lack of proper responsiveness, understanding, and consideration, the outcome of this internal service encounter was negative for Rose. This shows that Rose expected the role of supervisor to be professional, **responsive**, **understanding**, and **considerate**. Actually, the way the supervisor treated the caddies is not the way a service provider should treat customers. It shows that the supervisor has little consciousness of internal marketing. So it is necessary to enhance the internal marketing consciousness in Chinese golf clubs to improve caddies' satisfaction.

Case 20

Diane from the club B recalled a story about complaining about the club rules to their supervisor.

Diane: *Sometime, disputes happened because some club rules are not perfect and have some holes. For example, when a customer plays golf and makes a dent in a green, the club states that the caddy who serves this customer should mend the dent immediately. And the marshal often goes to the course to check this. Once I accompanied one customer to play golf on the course. I mended the dent that my customer made in the green. Later, the marshal found two dents in this green and criticized me for not mending them. In fact, the two dents the marshal found were not my responsibility. So there was a dispute between me and the marshal. The marshal knew the two dents were not made by my customer. Because there were two, in fact, it is common sense that one customer at most could make one hole in one green. But the*

marshal couldn't follow every group that was playing golf, and my customer was in the last group on this green, so the marshal had to assign the fault to me and I had to take the responsibility. It is difficult for me to look for dents other than the one that my customer made because time was limited and I had to follow my customer as he continued to play. But the marshal assigned this responsibility to me, and I felt unhappy and told my supervisor. This was a club rule. So he had no way to help me, but he was quite considerate and explained to me, 'the club's rules are not perfect and we can see the company is trying to improve them. While the company is developing, it is unavoidable that there are some holes. Believe me; the rules will become more and more perfect. This incident is over, and next time if you see some dents, try your best to mend them.' Although I was still not happy with that, I felt better and understood what the supervisor said.

In this case, we can see that mending two dents was not part of Diane's responsibility and it was above reproach that she not does them because she did not find them. However, since she served the last group of customers, the marshal called her to account. She complained about the wrongs she had suffered to the supervisor. It can be seen she expected the supervisor would understand her, support her and be in sympathy with her. The supervisor explained that holes of the club rules are unavoidable and they would become more and more complete. The supervisor showed he not only understood the caddy but also made the caddy understand the company and encouraged the caddy's confidence in the company. Thus, the complaint of the caddy was resolved and the relationship between the caddies and the club was smoothed. This case shows that explanations can widen the zone of caddies' service quality expectation and that because of explanation, caddies will be flexible enough to allow for restrictive circumstances (Zeithaml & Bitner, 2003). This case indicates that **explanation** is an item that constructs the role of caddy manager in internal service encounter regarding complaining about the rule of the club.

5.3.3.3.2 Caddy manager's perspective

The supervisor Jon from Club A recalled one story about a caddy complaining about other caddies.

Case 21

Jon: *Sometimes some caddies came to see me to complain about other caddies. For example, when they were in the club and not on duty, they talked and joked with each other, and then these often developed frictions between them. One did not like a particular boy joking with her but he always did it. One day, she came to see me and said, xxx is always harassing and joking me. In this kind of case, I would solve immediately. The first time I would not punish him but would give him an oral warning. I said to the boy, you cannot do it again since she doesn't like what you did to her. You should learn how to associate with the girls decently.*

From this case, we can see Jon believed that the female caddy expected him to stop the male caddy from harassing her. His response was immediately to talk to the male caddy and warn him not to harass the female caddy any more. Jon indicates that the caddy expected his responsiveness and he responded very quickly. So from caddy manager's perspective *responsiveness* is an item that constructs the role of caddy manager in regards to dealing with caddy complaint.

In club A, sometimes it happened that part way through the customer's round of golf, the caddy would be replaced by another caddy to serve this customer, such as case 18 above. The caddy complained to Jon about that re: the procedure on how to divide tips for replaced and replacing caddies was not clearly documented for. Jon narrated his response according to this complaint.

Case 22

Jon: *...The reasons for changing caddie on the midway are different. Sometimes, it is because of the caddie's service, for example, the caddie cannot find the ball and the customer asked for a change of caddy. Sometime, the caddy felt uncomfortable because of a health problem. When they took time off and come back from the course, it influences the caddies whose shifts come behind them. This is because when one comes back, another should replace her/him. ...Since the caddy replacing starts work from the midway, it influences their tips. This is because serving 9 holes can get 50 RMB and 18 holes 100 RMB. So the caddy would rather serve 18 holes than 9 holes. If the replacing caddy worked for later customer, s/he would serve 18 holes and get 50 RMB more. Because the caddy returns at the midway, the order of work is influenced. Some caddies questioned this in order to defend their own interests. Based on this situation, I made a regulation. If the caddy comes back off the course because of their service quality or attitude, the replaced caddy can't get the tip, so all of the tips from the customer belong to the replacing caddy. If the caddy comes back*

because of a health problem, the tips are shared by the replaced and replacing caddies. Normally, if a caddy was asked to replace another, I would go to ask the caddy and customer in order to investigate the reason. In order to get the truth, first I would ask the caddy, then the customer. If they said different, I would ask other caddies as well. Thus, when I dealt with the issue, the caddies should not be wrongly treated. If I treated him/her wrongly, they would feel dissatisfied, and I would also feel dissatisfied as well. So I wanted to find the best way to solve the problem.

From Jon's narrative, we can see that Jon responded to this complaint very thoughtfully. First, he tried to respond fairly. Since there are different reasons for replacing caddies, he investigated all of the reasons and categorized them into two. One is due to the caddy's service; the other is due to the caddy's health. The reason for this categorisation was to judge whether replaced caddies are at fault or not. If they were at fault, they would not get tips and all of the tips would go to the replacing caddies and make up for their potential loss. If they had no fault, they would get tips for their work. In addition, in order to get at the truth behind the replacement, he investigated deeply and comprehensively by speaking to the replaced caddy, the customer, and even other caddies as witnesses. He tried to deal fairly with such situations. Jon believed that the caddies expected that he would find the best way to deal with this issue and his response was very comprehensive. This case shows that from the caddy manager perspective *responsiveness* is an item that constructs the role of caddy managers in regards to dealing with caddie's complaint.

***Case 23**

Anderson from Club B recalled a negative story about his dealing with a caddy's complaint to their group leader.

Anderson: *As a supervisor, we are in the charge of checking the caddies' dorms' safety at the night. According to the company's policy, I can drive an electric cart (golf cart) to do this job. One day, I was off during the day and on duty to check the caddies' dorms at night. So I called to a caddy to drive a cart to my dorm for me after she finished her job so that I could drive it to work. She was very happy to do it, because she didn't need to walk back to her dorm. .. Hardly had she reached my dorm when her group leader called to her. Her group leader was very angry and said the caddy had not done her cleaning job in the caddy office and she would be stopped from serving customers for one week. At that time, the group leader had the rights to*

do that. Not serving customers for one week means the caddy couldn't earn money and could lose several hundred RMB. She was very sad and told me, "Because I brought the cart for you, I am suspended." So I drove the cart to see the group leader and find out what happened. The group leader said, "You see, she did not finish the cleaning and just left." "Why did you not speak to her before she left?" "Cleaning the office is her responsibility and it should not be necessary for me to tell her that she must clean thoroughly." I thought it sounded reasonable, and said, "You are the group leader, and you can punish the caddy if you think you are right." Then, I asked the caddy, "Why did she suspend you? What is the standard for the cleaning?" And the caddy thought she had cleaned and that actually she had done quite well. When she went to drive the cart, the group leader wanted to drive it instead of the caddy and said, "I'll do it for the supervisor and you walk back, is that OK?" The caddy said, "The supervisor asked me to do it, and not you." And then she drove away. It can be seen the reason for suspension was her driving the cart. I thought it was not fair and the group leader was abusing her power for personal gain. So, I talked with the group leader and asked her to withdraw the punishment. She still claimed the caddy had done the cleaning inadequately and refused to withdraw the punishment. I tried to persuade her individually many times but failed. Finally, I spoke to her in public, "If you don't withdraw it, it will look like an abuse of power for personal gain." When she heard this, she cried and lay down having a fit. She fainted for several times when she was working because it was hot or for lack of oxygen. I knew she felt she would lose her face if she withdrew the punishment. She thought I bullied her, because she had bullied the caddy. When I saw her fainting, I felt angry and thought, "Just because of this small thing, you go into fit. I went away but I hoped someone else could help her and worried about her safety...."

From this story, we can see that Anderson thought the caddy was wrongly treated by the group leader and tried to withdraw the group leader's punishment. It can be seen that the reason he believed the caddy was wrongly treated came from the caddy's side. First, he tried to investigate why the caddy was suspended by the group leader. The group leader showed him the evidence that the caddy had not finished the cleaning. At this time, he believed the group leader. But the caddy told him another story: the group leader wanted to drive the cart back the dorm and she refused, so the group leader just found an excuse to get revenge on her. He believed the caddy's story and he believed that his judgement was right. Anderson indicates that his judgement was right — the caddy was treated unfairly by the group leader, and what he did was trying to get fair treatment for treating the caddy. However, Anderson seemed not so fair in his dealing with this case. Since the caddy's suspension was caused by him, he felt sorry for the caddy. In addition, since he was the supervisor of all the caddies

including the group leader, then if the group leader punished the caddy because of him, he might lose face because of his hierarchical consciousness. Thus, it led Anderson try to push the group leader to withdraw this punishment. The group leader may not have been happy since the caddy refused to let her drive the cart; since she punished the caddy, she has to needed enough reason to do so. So the caddy really might not have done the cleaning. Thus, the punishment was reasonable. The behaviour of Anderson in forcing her to withdraw the suspension seemed unfair to her, so the outcome of this encounter was very negative. This case shows that the caddy manger should treat each party fairly when a caddy complains about other caddy. Thus, *fairness* is an item that constructs the role of caddy manger regarding a caddy complaint to other caddies in internal service encounter.

5.3.3.3.3 Cross case study — dyadic perspective

Combining the caddies' perspective and caddy manager's perspective, it is found that there are three kinds of internal customer complaint about which the caddies approached their managers to complain. One is to complain about their colleagues — other caddies. In this situation, *fairness* and *responsiveness* are items in constructing the role of caddy managers. That means the manager should respond to the complaints and deal with them fairly both for the complaining and complained about. Another is complaints about external customers, and here *responsiveness*, *understanding* and *consideration* are items in constructing the role of caddy manager. That is that the managers should respond to the complaint and believe that external customers are not always right, they should show their understanding and consideration to the caddy if they are wrongly treated by external customers. The third is complaints about the rules of club. In this situation, *explaining* and *responsiveness* are items that construct the role of caddy supervisor. That means if the manager can not solve the

Table 5.3 Findings on internal service encounters on caddies' routine work

Name of service encounter			Role expectation of caddies	Role Response of Managers	Items for manager's role construction
Routine work 23 cases	Delivery of internal services	Delivery of extra service Case1, 2	No expectations but they met some difficulties.	The manager helps to relieve their difficulties although what they do is beyond their job description	<i>Consideration</i>
		Delivery of caddies' involvement and participation case3, *4, 6	Caddies need involvement and participation	Give the opportunity to caddies to give their views, and listen to their views	<i>Listening</i>
		Delivery of motivation and skills Case 5, 7, 8	Caddies need motivation and skills to serve external customers	The managers have enough abilities and skills to deliver skills to caddies, and communicate with caddies to motivate them	<i>competence</i> <i>Communication</i>
	Internal customer needs and requests	Asking for time off Case 10, 11, 12, 13, *14, 15, 16	Expecting the manager to approve their time off	Different situations treated in different ways. For urgent and important reasons, leave is approved. Otherwise, leave refused but the manager was very patient to explain that the club was short of caddies and had to try to satisfy external customers.	<i>Flexibility</i> <i>Fairness</i> <i>Explanation</i>
		Asked for the benefit of practising golf for free Case 9	expecting the manager to advise the company to approve this	Understood the caddies and reported to the company since it was beyond his power, and the company met the caddies' request.	<i>Responsiveness</i>
	Internal customer complaint	Complained about other caddies Case17, 21, *23	Expecting problems with other caddies to be solved favourably	Investigated and treated both parties fairly: complaining and complained about	<i>Fairness</i> <i>Responsiveness</i>
		Complained about external customers Case18, *19	Expected to be understood or for the problem with external customer to be resolved	Tried to solve the problem and believe external customers are not always right; show understanding and consideration to the caddies if they are wrongly treated by external customers	<i>Professionalism</i> <i>Responsiveness</i> <i>Understanding</i> <i>Consideration</i>
		Complained about the rules of the club Case 20, 22	Expected to make up for the holes in the rules	Explained to caddies to gain their understanding if the managers couldnot solve the problem immediately; If can solve it, respond and solve it comprehensively	<i>Explanation</i> <i>Responsiveness</i>

problem, they should explain to the caddies to attain the caddy's understanding. If they can resolve the matter, they should respond to it and solve it comprehensively.

Through this analysis, we find that in caddies' routine work, there are three themes among the internal service encounters between caddies and their managers: the delivery of internal service, internal customer needs and requests and internal customer complaints. In each theme, the supervisors respond in their job according to the caddies' needs and expectations.

Thus, through the caddies' role expectations and managers' role response, the role of supervisor is constructed in each internal service encounter. These findings indicate that *consideration, listening, competence, communication, flexibility, fairness, explanation, responsiveness* and *understanding* are the items that construct the role of caddy manager in internal service encounters in caddy's routine work (see Table 5.3 for details).

5.3.4 Audit Services

Audit services here mean following up caddies' work, when their managers inspect whether the caddies are able to work properly and evaluate their work. There are 19 cases of audit services and they are categorized into three themes: delivering audit services, complaint about audit services and coping with problem customers. Delivery of audit services is analysed first in the following section.

5.3.4.1 Delivering audit services

5.3.4.1.1 Caddies' perspective

There are nine stories from caddies about delivery of audit services. Four stories are positive and all of them are from Club A. The other five stories are negative and all of them are from Club B. First, the stories from Club A are analysed.

Annie from Club A recalled a story about the caddies breaking the rules because of customers.

Case 1

Annie: The club has a regulation that the four customers at most can make up a group to play golf together. One group can't contain more than four people because too many people playing together may influence the customers playing behind them. One day, there were five customers who played in the morning but not together. At noon, they had a meal together and had some drink. After the meal, they came back and said to us, "We five want to play together today; even if you call your boss here, we will still insist on playing together." We five caddies could not stop them and one of us had to look for our supervisor to report it. Unfortunately, she could not find him and had to report to the group leader. The two group leaders investigated it together, but the customers still insisted on playing together. The group leaders also had no idea how to deal with the situation. We were anxious and thought we would have to pay a fine. All of us were worried and thought we would be fined. That was a Sunday and it happened to rain. When we got to hole 8, I saw my supervisor had come here for an inspection. At that time, I was so scared that I did not dare to look at him because I was the only experienced caddy. I thought the supervisor would blame me and say "the new caddies don't know the rules, don't you know the rules as well as an experienced caddy, why you don't stop them?" I knew I should take the lead position, but I didn't. This situation (five customers playing together) is completely prohibited. I heard our supervisor talking with a caddy ahead of me for a second and then he walked away. I asked this caddy, "What did our leader say to you just now?" "I think we should be fine. He said, 'today it rains and there are few customer, just let them carry on (because they can't influence other customers).' All of us released our stress as soon as heard this. When we came back, nothing happened to us (no fines and no blame).

In this case, we can see that Annie broke the rules of the club because of their customers.

Because of their customers' insistence on 5 people in a group, the caddies could not persuade them to reduce the number of group members. They could not find the supervisor and the group leaders could not solve the problem. They were worried and expected the supervisor would blame and fine them for that. The response of the supervisor was unexpected. Since it was raining and there were only a few customers on the course, the group of 5 customers could not influence other customers, so the supervisor permitted them to carry on instead of blaming and fining the caddies. The outcome of this encounter between supervisor and caddies was very positive for the caddies. This shows that when the supervisor found the

caddies did not follow the club rules, but it was a good solution for the specific situation, he would be flexible and permit the caddies to carry on in this way, so the caddies were satisfied with this behaviour of the supervisor. In fact, the caddies were empowered by the supervisor's behaviour. This story indicates that, from caddies' perspective, *flexibility* is an item in constructing the role of the caddy supervisor.

Claire from Club A recalled a story about their breaking the rules because of the customers in which they did not persuade the customers to do properly.

Case 2

Claire: Once a group of customers with two children rented an electric golf cart to play golf. The children drove the golf cart and bumped against a big rock. Our supervisor saw it. The customers were very kind and explained to my supervisor that it was the children's responsibility and not the caddies'. Since the cart wasn't damaged, our supervisor didn't blame us or the children. He said, "The cart should be locked in case the children try to drive."

From this story, we can see that due to the caddies' negligence, the two children were able to drive the golf cart and bumped against a big rock. The caddies knew that was their fault and expected the supervisor to blame them. The response of the supervisor was to tell them how to do that properly next time. From the narrative, we can see the outcome of this internal encounter was favourable for the caddies. This story shows that the behaviour of the supervisor indicates that the aims of the audit services are not to blame and punish the caddies when they do wrong, but to correct the caddies and let them to know how to do properly. It can be seen this case gave Claire an impression of supervisor: credibility. The way the case was told indicated that Claire believed the supervisor had credibility. From the caddies' perspective *Credibility* is the item in constructing the role of the caddy manger regarding delivery of audit services.

Annie recited another story about her breaking the rules of the club.

Case 3

Annie: One day, at noon, when I was napping in the caddy shed, I was called to meet and greet customers. Because it was summer, very hot and I thought no customer would be coming. I sat down on a stool and was day-dreaming and didn't realize the supervisor was coming. I didn't see him until he was standing in front of me. "Are you allowed to sit down and snooze when you are on duty?!" I just emphasized that in the caddy meeting. Did you forget?If customers come and see you like this, it will not be good for our club's image ... " He kept blaming me for a long time ... At that time; I just thought I was so stupid that I did not see him even while he was coming towards me. And I thought I would be fined...Actually, he did not fine me....Maybe he just wanted to warn me. Probably he considered that usually my performance was excellent, so he was not so strict with me and did not punish me when I made a casual little mistake.

From this case, we can see that this time Annie really did slip up when she was on duty. She knew her behaviour was wrong and the supervisor would blame her if he found out, because she said *"I just thought I was so stupid that I did not see him even while he was coming towards me"*. In this situation the supervisor blamed her showing his honesty. In addition, she expected the supervisor to fine her. But in the end, the supervisor did not fine her. She thought the reason for that was her normally excellent performance. This shows the supervisor's individualized attention to the caddies' jobs and indicates he has empathy. This story indicates that ***fairness*** and ***empathy*** are the items in constructing the role of caddy manager regarding delivering audit services.

Andrew from the Club A also related a story about the supervisor's delivery of audit services to him.

Case 4

Andrew: Every time, he fines me because I misbehaved. I know what he did was right and I could not say anything, and it will not influence our relationship. For example, the day before yesterday, when I went to serve a customer, he found I was not wearing my hat. He asked me: "Andrew, why didn't you wear your hat?" "It's lost." "You will pay a fine of 20RMB." ... It does not influence our relationship and the relationship between us is quite good...

From Andrew's narrative, we can see that although the supervisor fined him because of his mistake, he was not dissatisfied with the supervisor. This was because he thought what the supervisor did — fining him — was right and reasonable. He believed in the supervisor. He

expected the supervisor to be reliable and the response of the supervisor was reliable, so Andrew was not dissatisfied with the outcome of this internal service encounter with the delivery of audit services. This story shows that from caddies' perspective *reliability* is the item that constructs the role of caddy manager regarding delivering audit services.

Following the analysis of the stories from Club A, the cases from Club B about delivering audit services are analysed in the following.

Rose, as a caddy in Club B, recalled a negative story about a marshal delivering audit services to customers skipping a hole. According to the rules of the club, the caddies can skip a hole if they have the marshal's permission. In this story, Rose skipped a hole without the marshal's permission and was fined by the marshal.

*Case 5

Rose: At the weekend, some customers came who had never played golf before but went directly to the course to play. This kind of customers would usually be accompanied by their friends. Two customers played with four or five accompanying. They were walking and did not take the electric cart. Thus, they were very slow and blocked many groups. So in this situation, our customers could not wait and wanted to skip a hole. I failed to stop them and they just drove the cart to the other hole. Thus, the marshal found out and fined us. We explained to the marshal, the marshal said, "I don't care what kind of reason you have. If you skipped without permission, I would ticket you." It seems that we can't talk reason here. If the marshal gives you a ticket, whether you are right and wrong, you have to be fined.

So here, because the course was blocked, Rose's customer skipped a hole while Rose tried to stop him but failed, and the marshal ticked her for a fine. Rose expected the marshal to listen to her explanation; the response of the marshal was that skipping without permission must be fined whatever the reason. The outcome of this internal service encounter was unfavourable for the caddies. This case shows that the caddie wanted the manager to know why they had done something differently from the rules of the club, and they wanted him to understand them in this specific situation, and carry out audit services flexibly. The response of the marshal was that he was unwilling to listen and insisted on fining them. The caddies were not

satisfied because the response of the marshal lacked empathy, listening, and flexibility. This story shows that from the caddies' perspective *empathy*, *listening* and *flexibility* are the items that construct the role of managers in internal service encounter regarding delivering audit services.

Angela recalled a similar story with Rose.

***Case 6**

Angela: ...After our customers finished hole 3, we went directly to hole 5 to play because hole 4 was blocked. I thought it would be OK that first we skipped, and then we spoke to the marshal when he came. When the marshal came, I told him about skipping the hole. But he blamed me, "Who allowed you to skip?!" "(according to the policy of the club), in this situation, we can skip, can't we?" Before we skipped, we waited for a long time, and two groups were blocked. In addition, the group in front of us agreed with our skipping. In the end, the marshal still ticked us. I was very angry, because I talked with him, and he still fined me.

In this case, we can see Angela thought the situation they met fitted into the situation to skipping hole. She expected the marshal could understand her and was not against her decision. The response of the marshal was to blame her and finally to fine her. As case 5 above, Angela was not satisfied with the outcome of the encounter between her and the marshal because the response of the marshal lacked empathy and flexibility. This story indicates that from caddies' perspective *empathy* and *flexibility* are items in constructing the role of managers in internal service encounter regarding delivery audit services.

Rose also recalled a story about the marshal's delivery of audit services regarding external customers blocking holes.

***Case 7**

Rose: For example, Sheng and three other members play very well but all of them have a fiery temper. The only shortcoming of their playing is slow. Generally, playing 18 holes needs about 4 hours, but they need 6 hours. Once there was a contest here. They attended it and gambled with each other. Because of the gambling, they played very seriously and so slowly! The customer behind us complained about us. We (the

caddies) persuaded them, "Could we play faster because we are blocking the customers behind us?" They were unreasonable and said, "They can skip the hole." They knew they did not dare to skip. If they skipped, the caddies accompanying them would be fined. We kept blocking the course and they did not care about us caddies (The marshal would fine us if he found we blocked the course). The marshal came and just spoke to us rather than to the customers, "You remind your customers to play faster." He did not actively speak to the customers to play faster. He just pressured and did not dare to speak to the customers. As a marshal, his position is higher than us and he has more power. His responsibility is to preserve the course order and he has a right to speak about this to the customers, but he did not speak because they knew the customers were too unmanageable. Because of our group, the contest finished after 6pm, and it was supposed to finish at 5 pm. Thus, the award party had to be postponed as well. The next day, we were told off because our customers played too slowly. I felt it was most unjust.

Here, we can see that Rose and her workmates met some problem customers and could not manage them. They played so slowly that they blocked the customers behind them. Rose expected the marshal would correct the behaviour of the customers since the caddies could not. However, the marshal did not succeed either, left the responsibility to the caddies and then fined them. Rose expected the marshal's delivery of audit services should include not just blaming and punishing them when work was not done properly, but also delivery of the skills or techniques for how to do the work properly (in this case that means delivery skills for how to deal with problem customers). Since in this case the response of the marshal showed he lacked the competence to deliver the skills for how to cope with problem customers and just punished the caddies for being unable to do it, the outcome of this internal service encounter was unfavourable for the caddies who felt unjustly treated. This case indicates that from caddies' perspective *competence* to delivery how to work properly and *fairness* are the items in constructing the role of caddy manager regarding delivery audit services in internal service encounters.

*Case 8

Vivian related her dissatisfaction with audit services in her company due to unfair treatment.

Vivian: At the beginning, the caddies kept giving their views to the leaders. The manager and the managed were really in opposition. The manager thinks that

because he is a manager, the managed should do what he asks. Now, fines are so high, and we scared of them. Now there are a lot of rules and regulations that we have to obey. For example, on the course, if the marshal finds a very small piece of turf, he will fine the group of caddies who were ahead of this spot whatever the reason is. We feel we are treated unjustly because we can't do everything on so many courses, and we are not cleaners but we would be fined if we did not do the jobs that aren't ours...

As in case 20 in section 3.3.3.1, the club has regulations about maintaining the course. When a customer plays golf and tears up a piece of turf or makes a dent in a green, the caddy who accompanies them has to repair it. If the marshal finds the green is not maintained, the caddy will be fined. The responsibility is given to the caddies who are ahead of the tear or dent. In fact, in many cases, it might be not their fault. But they are still fined, so they feel wrongly treated and that is unjust. From narrative, we can see Vivian was dissatisfied with this kind of internal service encounter regarding the delivery of audit services because of the managers' lack of fairness and credibility. Vivian's dissatisfaction at their lack of fairness and credibility indicates that from caddy's perspective *fairness* and *credibility* are items to construct the role of caddy manager on the internal service encounters of delivery audit services.

During the period of the interviews, it was the slack season for the Chinese golf industry. In club B, there was a new temporary rule. That is, if a caddy who broke the rules, such as not adding sand to repair dents, or not repairing ball marks or not picking up turf, was caught by the marshal, they would be suspended and go to the course to check other caddies as a marshal until they found a caddy who was not repairing ball marks or was committing other fault who should then replace them.

Rose related her feelings about this situation.

***Case 9**

Rose: ... Now, sometimes, we would rather not go to the course to serve customers. For myself, sometimes I did not like to go to the course because it made me too cautious and anxious. I did not focus on providing good service for customers, and

just concentrated on maintaining the course by adding sand, repairing divots, and picking up torn turf.When I worked, I just worried about whether I had forgotten to add sand to dents, to repair the ball marks or to pick up torn turfs. The marshal checked from time to time. In addition, the caddies who did not repair ball marks and were caught, would go to the course as marshals to check on the others. (Now it is slack season, there are only a few customers every day), maybe on one day there were just one group of customers with caddies in the course, but there would be three or four caddies as marshals following this group to check them, in this situation, who can work well (because the caddies were very stressed). Every day, there were so many people checking the caddies who were working, checking whether their work reached the standard required. You would expect that because of this the ball marks that had been not repaired should be reduced since so many marshals checked for them. However, there were still a lot of ball marks that had not been repaired. On the contrary, more marshals checked, more ball marks have not been repaired... Some times, when you were working, suddenly you would feel someone watching you. That made you nervous. You might forget what you were supposed to be doing because of nervousness. On the whole course, there might be just your group. When you were working, the marshals drove their carts past you one by one. They (the marshals) were the caddies who were suspended from being caddies for 5 days and fined 50 yuan. When they found a caddy who had not repaired the ball marks or had committed other fault, they not need to be a marshal any more. Who can work very well under such a system?!

From Rose's narrative, we can see that she is trying to express that this kind of audit services was not what she expected, and the behaviour of the marshals caused her to feel nervous and cautious. Rose gave evidence that this audit services did not help caddies to improve their work performance. Instead it hindered caddies' work performance because it caused them to be nervous and panic. Rose tried to express that the aim of the audit services was simply to punish the caddies and not to help improve the caddies' performance. Under this audit system, the caddies lack of security and understanding from the management. So the caddies were not satisfied. This story indicates that the caddies expected the manager to make them feel secure and to understand them but the behaviour of the marshal did not show they had these qualities. The ability to endow a sense of *security* and *understanding* are the items that construct the role of caddy manager regarding the delivery of audit services in internal service encounters from the caddies' perspective.

5.3.4.1.2 Caddy manager's perspective

The supervisor Jon from Club A told how he delivered audit services by requiring caddies to give reminders to each other.

Case 10

Jon: As you know, when we hold meetings, I often emphasized on that the caddies need to inspect and remind each other when they work together. For example, two caddies go to the course to work together and serving two customers in one group. They should remind each other to (repair the course). On the green, a ball flies, strikes the green and leaves a ball mark. If the ball mark was not repaired, the grass would die very soon. So it is necessary to repair immediately. Due to the club current situation, there is just myself as a caddy leader. Normally, a club should have three caddy supervisors: one is in charge of training, one is in charge of caddies' routine work, and one is in charge of inspecting the course. I have not enough time to check their work, so I demand that they supervise each other. For example, A and B go to the course and serve the same group of customers. When A did not repair her customer's ball mark, B should remind her. If she still ignores doing it, next time B should remind her again. If she still ignores doing it even B reminds her, B should report to me and I will talk with her and probably punish her.

From this story, we can see Jon asked the caddies to remind each other to maintain the course. That means he understands his role is to ensure that the caddies work properly so that they reduce or avoid errors. He believed that warning caddies each other should help caddies to work properly.

In Club B, the supervisor also required caddies to inspect each other, but the aim was to pick up the caddies' mistakes and to punish caddies, as in the following case 9 narrated by Brian.

Case 11

Brian: I demanded that the caddies supervised each other. In meetings, I said to them, "I will leave my mobile number with you, and you will inspect each other." When the caddies worked on the course, we found some ball marks had not been rectified. When asked them, all of them said, they had done their repairs. I thought there must be one who had not done that. If we could not find who had not done it, we would fine all of them. So in order to find the black sheep, I asked them to inspect each other. If they found the person who did not do her repairs, they could phone me or see me individually. I would not say who had told me. So some caddies acted accordingly.

From what Brian said, we can see Brian understands his role in delivering audit services was to try to locate the caddy's mistakes and punish them. In addition, in Club B, the managers have a preconception about the caddies that they will ignore the club's benefit in order to please the external customer and get tips. The marshal Tony said, *"The aim of caddies is to earn money. So in order to get tips, they try to satisfy and please the customer and ignore the club's benefit."* This preconception seems to influence the managers making their role of **fairness** when they deliver audit services to the caddies.

In addition, in Club B, the managers conceded that when they delivered audit services, sometimes they treated caddies unjustly, but they thought it could not be avoided. As Tony said, *"...us making mistakes and the caddies being treated wrongly are impossible to avoid, and there is no absolutely fairness in the world."* From Tony defending of himself, it can be seen he was short of **empathy** as he played his role as a marshal delivering the audit services.

The Marshal Tony happened to relate a story about skipping holes as well.

*Case 12

Tony: *"For example, the caddies did not stop their customer skipping holes. They always skipped holes without permission. When I found them, the caddies would try to find some excuses for themselves. I would not listen to their explanation and just fine them because I know if I listened to them, they would do it next time. So, how can I preserve the course order? If they really felt that they were treated wrongly, they could speak to their supervisor... Of course they were not happy with what I did, but my responsibility is not to please them but is to preserve the course order."*

In this case, it can be seen that Tony did not realize he was the service provider of the caddies and lacked role clarity because he thought his responsibility *"was not to please them but is to preserve the course order"*. His preconception — *"if I listened to them, they would do it next time"* — decided that his behaviour of treating the caddies were not fair when checking the caddies' work. His response — *"I would not listen to their explanation"* — indicates that the

caddies tried to explain the reason why they skipped holes, and expected that he listened to them and dealt with their specific situation flexibly with empathy, but the response of the marshal showed that he lacked fairness, listening, flexibility and empathy. Thus, the outcome of this service encounter constructed by caddies and marshal was unfavourable. This case indicated that when the manager delivers audit services to the caddies, lack of *fairness*, *listening*, *flexibility* and *empathy* would lead unfavourable internal service encounter.

5.3.4.1.3 Cross case study—dyadic perspective

From the cases above, it can be seen that the caddies from Club A were satisfied with the role of their supervisor when he delivered audit services. They felt that the supervisor helped them work properly when he delivered audit services, and the response of the supervisor was as they expected. From the Case 10 above, we can also see that the supervisor understands his role in delivering audit services is to ensure that caddies work properly. That means the supervisor interprets his role that conforms to what the caddies expect, and he acts in role accordingly. In other words, the supervisor is clear about his role. So the relationship between him and the caddies is satisfactory to the caddies because the supervisor is clarity about his role according to Rogers et al (Rogers, Clow & Kash, 1994). Because he has role clarity, the supervisor makes his role to embody his *flexibility*, *competence*, *fairness*, *empathy*, *reliability*, *security and understanding*. Due to his reliability, the caddies were not dissatisfied with him even though he fined them (Case 4).

However, the caddies from Club B are very dissatisfied with their managers when they deliver audit services. The caddies expect that the role of their managers is to help them work properly. The response from the manager role is not as they expect and instead is to try to find faults and punish them. From Case 11 above, we can see that the managers understand their role in delivering audit services is to pick up the caddies' faults and punish them. That

means the supervisor's interpretation of his role does not conform to what caddies expect so that the supervisors perform their role differently from what the caddies expect. It shows that managers are not clear about their role as the internal service provider to deliver audit services. The responses of the managers cause the caddies to be unhappy, dissatisfied, and nervous as in the cases above (Case 5 — Case 9). Rogers, Clow and Kash argue that "Frustration, anger, and unhappiness with the job occur when employees are unclear as to their roles in an organization"(1994, P15). Actually, these finding show that the caddies' managers are unclear about their role as internal service provider when delivering audit services, and it causes their counterparts' (the caddies') frustration, anger and unhappiness with the job as well. Because they lack role clarity, the caddy managers act in their role and respond to caddies in ways that are short on the *empathy, flexibility, competence, fairness, credibility, security and understanding* that are what the caddies expect.

The cases from caddies and managers of Club A and Club B indicate that the managers need to be clear about their role as internal service providers when they deliver audit services to caddies, and that *empathy, flexibility, competence, fairness, credibility, reliability*, creating a sense of *security and understanding* are the items to construct the role of caddy managers in internal service encounters regarding delivery of audit services.

5.3.4.2 Complaints about audit services

The caddies and managers from Club B related some stories about complaints audit services. First, the stories from the caddies' side are analyzed.

5.3.4.2.1 Caddies' perspective

As stated above, in Chinese golf clubs, customers have to be accompanied by caddies. However, there are some exceptions. For example, as Jane related in the following case, some

customers have a special relationship with the club and the club treats them as VIPs and allows them to play without caddies.

*Case 13

Jane: Last Saturday, two caddies and I served a group of three customers. Ahead there were two special customers without caddies.... When we arrived at the tee for hole 6, they were on the green of hole 7. When we were on the green of hole 7, two of the three customers' golf balls were in the rough. One was to the left and another to the right. So the other two caddies went looking for the golf balls and only I was on the green. I had to clean the balls, observe the ball line, hold the flag for the customers and repair the ball marks as well. I remembered very clearly that I had repaired three ball marks for we three caddies. Probably the two ball marks that the two customers ahead of us had left were not repaired since they had no caddy with them. At that time I was very busy serving our three customers and had no time to check any further. The marshal found one ball mark in hole 7. When we had just arrived at the tee of hole 8, he came to see us to tell us he had found a ball mark in hole 7, and said, "If you three don't admit missing that, each of you will be fined 50 yuan and deduct 5 marks." Thus, in total we would be fined 150 yuan. In addition, we three were in the same group, and my group would be docked a total of 15 marks. When we got back from the course, I talked with the marshal, "there are the two VIPs ahead. Probably the ball mark was left by them." I related the scenario to him. "Don't explain any more. Either I fine all of you or I fine one of you." I said, "This was not our fault. If you insist that the caddies ahead take responsibility, you can fine the caddies who were ahead of the two VIP since the flag has not been held up on hole 8." He said, "OK, you can go to see your leader. If your leader asks me to withdraw your, I will do it." So I went to see my supervisor but he was out. And then I went to see the supervisor's line manager....

From what Jane said, she believed she had worked hard and done everything she should do. Since she was so busy, she had no time to check whether the customers ahead left any work she needed to do. The marshal found a ball mark at hole 7, and he traced this to the caddies ahead of the ball mark — Jane and her group mates. Since there was 3 caddies ahead the ball mark, the marshal required that one took responsibility or all three of the caddies would be fined. Since Jane had repaired three ball marks for the three caddies at hole 7, she felt they were wrongly treated. So she explained to the marshal and argued probably this ball mark had been left by one of the two VIP customers. Jane expected the marshal to listen to her and treat them more fairly. The response of the marshal was to refuse to listen to her explanation and to insist on fining them. Jane thought the decision made by the marshal was unreasonable and

tried to argue with him. Since the two VIP customers did not hold up the flagpole after they finished play hole 8, then according to the marshal's investigation, he should fine the caddies ahead of the VIP customers. So Jane suggested that the marshal should fine the caddies ahead of the VIP customers. It was obvious that the marshal would not listen to Jane's suggestion to fine the caddies ahead of the VIP customers. In this way, Jane expressed her view that the marshal should not fine them either. At this time, the response of the marshal was to asking Jane to talk with her supervisor, which showed he lacked empathy and was unwilling to respond to Jane. From the way of narrative, we can see Jane was not satisfied with the outcome of this encounter with the marshal because she expected the marshal is empathy and that he would consider her complaint, whereas the response of the marshal was actually a lack of responsiveness and empathy. This case shows that from caddies' perspective *responsiveness* and *empathy* are items that construct the role of caddy managers in internal service encounter regarding complaining audit services.

Case 14

Linda from Club B recalled a positive story about her complaints about audit services.

Linda: *A few days ago, the marshal said our group played too slowly and asked us to give way to the group behind us. As you know, for safety reasons, the club prohibits two groups of golf-players being within 200 yards. Our customers did not want to give way. You talk with customers and ask them to give way. Some people will do it immediately, but some people won't. Different customers have different characteristic. Maybe some customers thought they paid money too, why should they give way to others. In addition, if they waited to give way to the customer behind them, they would play even slower. Maybe the customer they gave way to would block them after they had gone ahead. As to our customers, we (the caddies) kept trying to persuade them. After playing two holes, the customers agreed. But the marshal had meant that when he asked to give way, we must do it immediately. But our customers had their own idea so that when we kept persuading them, then they knew they were playing slowly, but we should give them time to accept the situation. The marshal thought he asked us to do but we did not do well. When we got back from the course, we talk with the supervisor, and eventually we were not fined.*

From this case, we can see that Linda complained that the fine was not reasonable since their customers gave way to the customers behind them according to the marshal's request. She thought the marshal should give the customer time to accept the situation. Because they did not give way immediately, they were fined. She explained to the supervisor and we can see she expected the supervisor to listen to her explanation and respond to her. The response of the supervisor was to withdraw the fines from her. From the supervisor's response we can see he was responsive and empathetic. Since Linda was satisfied with the outcome of the encounter with her supervisor, that means that from caddies' perspective *responsiveness* and *empathy* are items constructing the role of caddy manager in internal service encounter for complaint audit services by caddies' perspective.

5.3.4.2.2 Managers' perspectives

Brian related his response when caddies complained about the audit services provided by the marshal.

Case 15

Brian: for example, four caddies in a group had repaired four ball marks. But the marshal still fined them for not repairing ball marks. They came to see me. I said, "What are the duties of caddies? Maintaining the course and greens is every caddy duty. Your duty is not just repairing the damage made by your customer, but also repairing all of the damage including that made by other customers. OK, you said it was not your fault, can you tell me whose fault it was."

Since in one hole a customer makes just one ball mark, "*Four caddies in a group repaired four ball marks*", means that every caddy had repaired the ball mark for their customer. "*The marshal still fined them for not repairing ball marks.*" So, the marshal was treated these four caddies wrongly. Brian's narrative shows he knew the caddies were wrongly treated by the marshal. The caddies went to see him to complain about audit services. That means the caddies expected the supervisor to understand them, treat them more fairly and withdraw their fines. The response of the supervisor was to give the caddies' a seemingly reasonable

excuse to refuse to correct the incorrect decision by the marshal. “*Maintaining the course and greens is every caddy duty. Your duty is not just repairing the damage made by your customer, but also repairing all the damage including that made by other customers.*” What the supervisor said, was quite right. The damage done by other customers that should be repaired by their caddies was not repaired by their caddies, and if the caddies following find this damage, they should repair it. If the following caddies did not find it but the marshal did, it was not fair that the following caddies were punished because of it. So in fact, the supervisor’s reaction was not reasonable. In addition, the supervisor said, “*You said it was not your fault, can you tell me whose fault it was?*” Tracing whose fault it should be the management team’s responsibility and not the caddy’s responsibility. From what he said, we can see he lacked empathy, ignored the caddies’ complaints and essentially did not respond to the caddies’ complaints. This case shows the manager lacked *empathy* and *responsiveness* in his response to complaints about audit services.

5.3.4.2.3 Cross case study—dyadic perspective

Jane’s case shows Jane expected the manager would listen to her complaint and take some action over it, but from the encounter between her and the marshal, she perceived that the manager lacked responsiveness and empathy for her complaint, so it was a negative encounter for her. From Brian’s narrative it can be seen that the manager’s response lacked empathy and responsiveness towards complaints about audit services. The caddies were not satisfied with this kind of response, as Rose said, “*they don’t want to do anything about our complaints and just said that the manager has already signed it and that you have to pay the fines.*” Linda’s case shows that Linda expected the supervisor to listen to her complaint and respond to it and the response of the supervisor showed he has empathy and responsiveness, and the outcome of the encounter was favourable for Linda.

So combined both perspective of caddies and managers, we found that *empathy* and *responsiveness* are items in constructing the role of the caddies' manager in internal service encounter of complaint about audit services.

5.3.4.3 Problem internal customers

There are four cases involving caddy managers coping with problem caddies.

5.3.4.3.1 Caddies' perspective

The group leader Peter from Club A related about problem caddies.

Case 16

Peter: Our supervisor is very fair. He asked the caddies to be involving evaluating our work. For example, we hold a summary meeting every two months and would select two caddies as the best caddies and two as the worst caddies. They were voted for by all of the caddies through a secret ballot. The supervisor said the two worst caddies would probably be sacked. Actually, he gave them one more chance to improve their performance by retraining. If next time, s/he was not voted as the worst caddy, s/he should be OK. If s/he was still the worst caddy, s/he would be sacked.

From Peter's narrative, we can see one way to cope with problem caddies was first to help them change from being an internal problem customer to being an internal normal customer by retraining them. This showed the supervisor was fair and had empathy. Second, if after training, they still performed badly, they would be refused to be allowed to provide internal service — they would stop being provided with their job. This is because, from internal marketing perspective, the caddies' job can be treated as goods or services that the club provides to caddies as their tool to earn money (Ahmed & Rafiq, 2002). This case showed that the supervisor had the ability to cope with problem caddies. From the narrative, we can see that Peter was satisfied with the way of the supervisor coping with the problem caddies. This case shows that *fairness*, *empathy* and *competence* are items in constructing the role of caddy manger regarding coping with the problem caddies.

The caddy Vivian from Club B also related a case showing how the supervisor coped with problem caddies.

**Case 17*

Vivian: at the beginning, the caddies kept giving their views to the leaders on their thinking... The manager and the managed were really opposition. The manager thinks he is the manager, and when he asks the managed to do something, the managed should do it. Later we found some caddies were fired because they took the lead in protecting the caddies' interests. So now we can not say anything. Now, fines are so high, and we are scared by of being fined. Now there are a lot of rules and regulations that we have to obey.

The company just fines us and communicates with and understand us less. If we were asked to evaluate the leader, we would not consider how much money they earn for the club, but focus on whether he cares about us. I think if the staff thought the leader treated them very well and cared about them, they would work very hard in return. But now the manager and managed seem like enemies. The supervisor said to us, "You come here just to earn money, so focus on earning your money and don't think about anything else." I think what he said hurt our feelings. In fact, the aim that he is here is to earning money as well. I think this shows how he fails as a leader.

Vivian's shows she was not satisfied with the way the caddies were treated by the managers.

The caddies were forbidden to give their views. The person who expressed the caddies' views might be identified as problem caddies to be fired. This showed the managers lack empathy.

Vivian expected the managers to listen to their views, but the response of the managers was unwillingness to listen and action to forbid them to speak out by sacking them. What the manager said and did in Vivian's discussion indicates the managers did not want to understand and communicate with the caddies and just believes they should command the caddies and the caddies should obey their commands. This clearly embodied the manager's consciousness of hierarchy, that is, they treated themselves as a ruler and the caddies as subjects, and thought they should guide the caddies because according to hierarchy consciousness the ruler guide the subjects (Jacobs & Gao, 1995). The behaviour of the manager shows that as an internal service provider, he was not clear about his role because of hierarchy consciousness. This indicates that it is necessary to develop service consciousness in the club. Although the caddy did not speak to the mangers about their thinking because of

fears of being sacked, they still had the same thoughts and were not satisfied with the managers. This shows that coping with problem caddies by sacking them can remove the symptoms of the problem, but can not solve the root problem (Pech & Slade, 2006). Vivian expected the manager to listen to, understand, and respond to them with sympathy. The response of the manager was just to force the caddies to obey their management. And Vivian was not satisfied with this outcome. Thus the case shows that from the caddies' perspective *listening*, *understanding* and *sympathy* are items that constructing the role of caddy managers regarding coping with the problem caddies in Club B.

5.3.4.3.2 Managers' perspective

The supervisor Jon from club A related how he coped with problem customers. His narrative was quite similar to the narrative of Peter on Case 16.

Case 18

Jon: When we held a summary meeting every two months, we would sack some caddies.... If we did not sack some caddies, they would become wily old birds who cared nothing for their job and whether their work was better or worse, they could still work here and would not be sacked. I sacked the caddies by secret ballots. In every summery meeting, two best caddies and two worst caddies would be voted for. The two worst caddies might be sacked. According to the result of the secret ballot, I also did some investigation. I spoke with the customers, observed the caddies and also spoke to the coach in the driving range to investigate the caddies' performance. The results of my investigations and of the secret ballot basically agreed with each. A few days ago, I informed the caddies that I would sack one or two caddies two months later or re-train the worst caddy for half a month or a month. For the worst caddies, I would give them one more chance. If this time the worst caddy was A, and next time, s/he still was the worst one, I would sack A. If next time, the worst one changed to B. Both A and B would continue to be retrained.

From this case, we can see that in order to keep the caddies' motivated, Jon asked the caddies to select the best and worst caddies. Here the worst caddies can be understood as problem caddies for Jon. Actually the worst caddies' problem was their work performance. Here Jon did not identify the worst caddies himself. This identification came mainly from the caddies, Jon, the external customers and the coach. This shows that he tried to be fair in identifying

the problem caddies. In order to improve the performance of the worst caddies, he retrained them. This shows Jon has enough empathy to cope with the problem caddies. If the worst caddies did not still improve, finally he would sack them. This shows Jon has the ability to cope with the problem caddies. Jon tried to express his *fairness*, *sympathy* and *competence* to cope with the problem caddies.

Brian as the caddy routine supervisor in Club B also related how he coped with the problem caddies. His story is quite similar to that of Vivian in Case 17 above.

Case 19

Brian: *When I joined this company, I worked on the driving range. At that time, the caddies were very difficult to manage and they often went on strike. When I became a supervisor, first, I wanted to know what the caddies thought. So I chatted with the caddies. Because I was a caddy before, I knew how to communicate with them. After one month of communication and observation, I knew that the caddies thought it was a weakness of the club that it did not dismiss them because our general manager had forbidden us to sack caddies. Something happened, when I had just become a supervisor. One day it was raining, but the caddies were not permitted to leave because the manager thought it might just be a shower, after a while the rain would probably stop and customers could play golf later. The caddies did not want to wait, and led by their group leader they argued with the supervisor. After I observed this event, I went to see my manager to talk with him, "Could you suggest to the General Manager that we be permitted to dismiss some caddies? I think the reason the caddies always run rioting is that the caddies know we can't dismiss them and so they do not worry about losing their jobs. In order to reduce and remove disturbances, it is better to dismiss one or two caddies who took a lead in run protests as a warning to others." So our manager went to talk with the general manager and was told not to dismiss too many.
... Then I made observations, and found two caddies were the leaders of the disturbances. Once they quarrelled each other in the caddy office, so I dismissed them on this excuse..... Since I started to manage with them, strikes have not happened again.*

From Brian's story, it can be seen he identified the caddies as problem caddies because they were difficult to manage and often went on strike. By communicating with and observing the caddies, Brian believed the caddies did not want to lose their jobs and that sacking one or two of them could prevent strikes. What Brian said showed he did not want to know why the caddies were not satisfied with the club and went on strike. He just wanted to know how to

prevent caddies' strikes. From investigation and experience, he believed sacking the caddies was the right way to prevent the caddies' strikes. However, as in the analysis of Case 17 above, sacking caddies could remove the symptoms of the problem — strikes, but could not solve the root problem — caddies' dissatisfaction (Pech & Slade, 2006). Brian's evidence shows he did not try to understand the caddies and just wanted them to be easy to manage. In other words, he just wanted the caddies to obey the club rules as the managed. This embodies his hierarchy consciousness. From what Brian said, we can see he lacks skills of *listening*, *understanding* and *empathy* to cope with the problem caddies. He was not clear about his role as an internal service provider and lacked service consciousness towards the caddies.

5.3.4.3.3 Cross case study—dyadic perspective

Combining the perspectives of the caddies and the managers, it can be seen that the caddies are satisfied with the managers if they show their fairness, sympathy and competence to cope with the problem caddies. The caddies are dissatisfied with the managers if they are not clear about their role as an internal service provider, and they lack listening, understanding and empathy skills to cope with problem caddies. In conclusion, it can be seen that *listening*, *understanding*, *fairness*, *sympathy* and *competence* are items in constructing the role of caddy managers regarding how to cope with the problem caddies.

This analysis shows that in the situation of audit services, there are three themes to the internal service encounters between caddies and their managers: the delivery of audit services, complaints about audit services and coping with problem internal customers. Within each theme, the managers respond in their job according to the caddies' needs and expectations. Thus, the role of supervisor is constructed in each internal service encounter by the caddies' role expectations and the supervisor's role response. These findings indicate that the managers need to be clear about their role as internal service providers when they deliver

Table 5.4 Findings on internal service encounters on audit services

Name of service encounter			Role expectation of caddies	Role Response of Managers	Items for manager's role construction
Audit services 19 cases	Delivery of audit services 9 cases	Club A Case 1,2,3,4, 10 All are positive cases	<ul style="list-style-type: none"> Break the rules because of the customers' fault; try to persuade the customers not to break the rules but fail; expect they would be blamed and fined by the manager Break the rules because the customers' fault but did not try to stop the customers' misbehaviour; expect the supervisor to blame them. Break the rules for their own reasons; expect the manager to blame or fine them if found out Need to be inspected how to work properly 	<ul style="list-style-type: none"> The manager didn't blame or fine the caddies and permitted the customer behaviour because of specific situation Did not blame the caddies and reminded them what to do next time the same situation happened Criticized the caddies, depended on different situations and personal work performance to decide whether or not to fine the caddies Ensures proper work by ask caddies remind each other 	Flexibility Credibility Fairness Empathy Reliability
		Club B Case*5, *6, *7, *8, *9, *11,*12	<ul style="list-style-type: none"> Skip holes because the course is blocked ;expect to be understood by the marshal Course blocked by problem customers; Expect the marshal's help to cope with the customer Marshal found the damage in the course, tracing the responsibility to the caddies ahead; caddy expected not to be treated wrongly Expect to audit service focusing on how to improve caddies' service quality 	<ul style="list-style-type: none"> Unwilling to listen to explanations and just imposed fines Could not help the caddy to solve the problem and just fined the caddies Regardless of the caddies ahead did or not, just fine them Focus on picking up caddies' faults, punishing and fining the caddies 	Empathy Listening Flexibility Competence Fairness Fairness Credibility Creating a sense of Security Understanding

			<ul style="list-style-type: none"> Need to be inspected how to work properly 	<ul style="list-style-type: none"> Find the caddies' faults by asking them to squeal on each other (unfavourable outcome for these cases)	<i>Empathy</i>
	Complaint about audit services 3 cases (from Club B)	Positive case Case 14	Be fined because did not give way to customer behind as soon as the marshal required; Expect withdrawal of the fine since the customer should be given time to accept giving way	Withdraw the fine according to the explanation	<i>Empathy Responsiveness</i>
		Negative Case Case*13, *15	Be fined wrongly; Expect to withdraw the fine	Knew the caddies are treated wrongly, but ignore the caddy explanation and still insisted on fining (unfavourable outcome)	<i>Empathy Responsiveness</i>
	Coping with problem caddies	Club A Case 16,18	Expect to involve caddy work evaluation	Select the worst caddies and best caddies by using secret ballots, interviewing external customers and coach to ensure reliability of results For the worst caddies, first retraining, then sacking if still the worst caddies	<i>Fairness Empathy competence</i>
		Club B Negative case Case*17, 19	Went on strike: Expect the manager to listen to their views	Sack them to prevent strike, require the caddies just obey the rules of the club, focus on work, do not have their own idea (unfavourable outcome)	<i>Listening understanding sympathy</i>

audit services to caddies and cope with problem caddies. In internal service encounters relating to the delivery of audit services, complaints about audit services and coping with problem caddies, *empathy, flexibility, competence, fairness, listening, credibility, reliability*, creating a sense of *security, sympathy, understanding* and *responsiveness* are the items that construct the role of caddy managers (see Table 5.4 for details).

5.4 Chapter Summary

Through analysis of the 59 cases recited by 23 participants, there are four situations of internal service encounter: daily life including the delivery of internal service and internal

customer needs and requests, training including the delivery of internal services and internal customer needs and requests, routine work including the delivery of internal services, internal customer needs and requests and internal customer complaints; audit services including the delivery of audit services, complaints about audit services and coping with problem internal customers. In each situation, the managers respond in their jobs according to the caddies' needs and expectations. Thus, by caddy role expectation and manager role response, the role of manager is constructed in each internal service encounter. By combining the two perspectives of caddies and managers, the findings in table 5.5 are elicited. In addition, it is found that when the caddy needs and external customer needs are in contradiction, the manager puts external customers first, but this is not rigid and depends on the specific situation. Putting the external customer first clarifies one question about internal marketing: whether the needs of the external customers have primacy over those of the employees, since here we have the 'employee as customer' (Ahmed & Rafiq, 2002). From the findings, it can be seen there are 15 negative cases and 14 came from Club B. The findings indicate the reason for the negative outcomes of internal service encounters is hierarchy consciousness in the caddy managers such as Case 4 about routine work and Case10 about audit services. That is, the caddy managers regarded themselves as rulers and the caddies as subjects, and the way they treat caddies is by guiding the caddies since according to hierarchy consciousness the ruler guides the subjects (Jacobs & Gao, 1995). They lack service consciousness towards the caddies and they have not clarified their role as internal service providers. Since the application of internal marketing concepts can help to build service consciousness and reduce hierarchy consciousness in an organisation (see section 2.3.3), these findings confirm that it is necessary to undertake this research from an internal marketing perspective.

The next chapter will further discuss the findings in the light of the research questions and past research and set out the results of this research.

Table 5.5 Findings on internal service encounter between caddies and their managers

Name of service encounter			Role expectation of caddies	Role Response of Managers	Items for construction of manager's role
Daily life 8 cases	Delivery of internal service	Case 1	Caddies have needs to be understood and defended when they are wrongly treated	Understand them and help to defend them.	<i>Understanding and defending</i> caddies
		Case 2,3,4	Caddies need to be kept safe	Remind them and take action to keep them safe	<i>caring</i> about and <i>securing</i> the safety of the caddies
		Case 5	Caddies need to be cared about regarding their living conditions	Enquire what problems they have regarding their living conditions	<i>Listening</i>
	Internal customer needs and requests	Case 6,7,8	Caddies need the supervisor help to solve their problems	Respond quickly to request for help	<i>Caring, flexibility, responsiveness and assistance</i>
Training 9 cases	Delivery of internal services	Case 1 Case 4* Case 5	Caddies need to acquire enough ability and skills to work	Knowledgeable of delivery of skills and experience	<i>competence</i> <i>Professionalism</i>
		Case 3, 6	Caddies need motivation to work	Praise caddies properly and help analyse the strengths of caddies to build their self-confidence	<i>Recognition</i> <i>Encouragement</i>
		Case 2	Caddies have no expectation to managers since their need is beyond managers' job description	Delivery of extra service to relieve the caddies' difficulties	<i>Consideration</i>
	Internal customer needs and requests	Case 7,9	Caddies expect to finish training earlier in order to earn money sooner	Response depended on the caddy work skills learned and the caddie's specific situation	<i>understanding</i> <i>fairness</i> <i>professionalism</i> <i>flexibility</i>
		Case 8	Caddies expect to improve their training situation	Cannot meet the caddies' expectation but explanation to gain the caddies' offered understanding	<i>Explanation</i>
Routine work 23 cases	Delivery of internal services	Delivery of extra service Case 1, 2	No expectations but they met some difficulties.	The manager helps to relieve their difficulties although what they do is beyond their job description	<i>Consideration</i>

		Delivery of caddies' involvement and participation case3, *4, 6	Caddies need involvement and participation	Give the opportunity to caddies to give their views, and listen to their views	<i>Listening</i>
		Delivery of motivation and skills Case 5, 7, 8	Caddies need motivation and skills to serve external customers	The managers have enough abilities and skills to deliver skills to caddies, and communicate with caddies to motivate them	<i>competence</i> <i>Communication</i>
	Internal customer needs and requests	Asking for time off Case 10, 11, 12, 13, *14, 15, 16	Expecting the manager to approve their time off	Different situations treated in different ways. For urgent and important reasons, leave is approved. Otherwise, leave refused but the manager was very patient to explain that the club was short of caddies and had to try to satisfy external customers.	<i>Flexibility</i> <i>Fairness</i> <i>Explanation</i>
		Asked for the benefit of practising golf for free Case 9	expecting the manager to advise the company to approve this	Understood the caddies and reported to the company since it was beyond his power, and the company met the caddies' request.	<i>Responsiveness</i>
	Internal customer complaint	Complain ed about other caddies Case17, 21, *23	Expecting problems with other caddies to be solved favourably	Investigated and treated both parties fairly: complaining and complained about	<i>Fairness</i> <i>Responsiveness</i>
		Complain ed about external customers Case18, *19	Expected to be understood or for the problem with external customer to be resolved	Tried to solve the problem and believe external customers are not always right; show understanding and consideration to the caddies if they are wrongly treated by external customers	<i>Professionalism</i> <i>Responsiveness</i> <i>Understanding</i> <i>Consideration</i>
		Complain ed about the rules of the club Case 20, 22	Expected to make up for the holes in the rules	Explained to caddies to gain their understanding if the manager could not solve the problem immediately; If can solve it, respond and solve it comprehensively	<i>Explanation</i> <i>Responsiveness</i>

Audit services 19 cases	Delivery of audit services 9 cases	Club A Case 1,2,3,4, 10 All are positive cases	<ul style="list-style-type: none"> • Break the rules because of the customers; try to persuade the customers not to break the rules but fail; expect they would be blamed and fined by the manager • Break the rules because the customers' fault but did not try to stop the customers' misbehaviour; expect the supervisor to blame them. • Break the rules for their own reasons; expect the manager to blame or fine them if found out • Need to be inspected how to work properly 	<ul style="list-style-type: none"> • The manager didn't blame or fine the caddies and permitted the customer behaviour because of specific situation • Did not blame the caddies and reminded them how to do next time the same situation happened • Criticized the caddies, depended on different situations and personal work performance to decide whether or not to fine the caddies • Ensures proper work by ask caddies remind each other 	Flexibility Credibility Fairness Empathy Reliability
		Club B Case*5, *6, *7, *8, *9, *11, *12	<ul style="list-style-type: none"> • Skip holes because the course is blocked ;expect to be understood by the marshal • Course blocked by problem customers; Expect the marshal's help to cope with the customer • The marshal found the damage in the course, tracing the responsibility to the caddies ahead; the caddy expected not to be treated wrongly 	<ul style="list-style-type: none"> • Unwilling to listen to explanations and just imposes fines • Could not help the caddy to solve the problem and just fined the caddies • Regardless of the caddies ahead did or not did or not, just fine them • Focus on picking 	Empathy Listening Flexibility Competence Fairness Fairness Credibility

			<ul style="list-style-type: none"> Expect to audit service focusing on how to improve caddies' service quality Need to be inspected how to work properly 	<p>up caddies' faults, punishing and fining the caddies</p> <ul style="list-style-type: none"> Find the caddies' faults by asking them to squeal on each other <p>(unfavourable outcome for these cases)</p>	<p>Creating a sense of <i>Security Understanding</i></p> <p><i>Empathy</i></p>
	Complaint about audit services	Positive case Case 14	Be fined because did not give way to customer behind as soon as the marshal required; Expect withdrawal of the fine since the customer should be given time to accept giving way	Withdraw the fine according to the explanation	<i>Empathy Responsiveness</i>
	3 cases (from Club B)	Negative Case Case*13, *15	Be fined wrongly; Expect to withdraw the fine	Knew the caddies are treated wrongly, but ignore the caddy explanation and still insisted on fining (unfavourable outcome)	<i>Empathy Responsiveness</i>
	Coping with problem caddies	Club A Case 16,18	Expect to involve caddy work evaluation	<p>Selects the worst caddies and best caddies by using secret ballots, interviews external customers and coach to ensure reliability of results</p> <p>For the worst caddies, first retraining, then sacking if still the worst caddies</p>	<i>Fairness Empathy competence</i>
		Club B Negative case Case*17, 19	<p>Went on strike;</p> <p>Expect the manager to listen to their views</p>	<p>Sack them to prevent strike, require the caddies just obey the rules of the club, focus on work, do not have their own idea</p> <p>(unfavourable outcome)</p>	<i>Listening understanding sympathy</i>

*Negative case

Chapter Six: Discussion

6.1 Introduction

Following up Chapter 5, this chapter will discuss the findings in the light of the research questions and past research and attain the aim of this research. More specifically, firstly, it is clarified that the situations of internal service encounters between managers and caddies take place in the Chinese golf industry. It is clarified that the items that construct the role of caddy managers in each situation of the internal service encounters are clarified. These items are then generalized to nine dimensions. These nine dimensions are compared with the SERVQUAL model and the Nordic model on service quality. Finally, a model is developed to help the managers to understand their role and make their role, in order to improve their service quality to caddies.

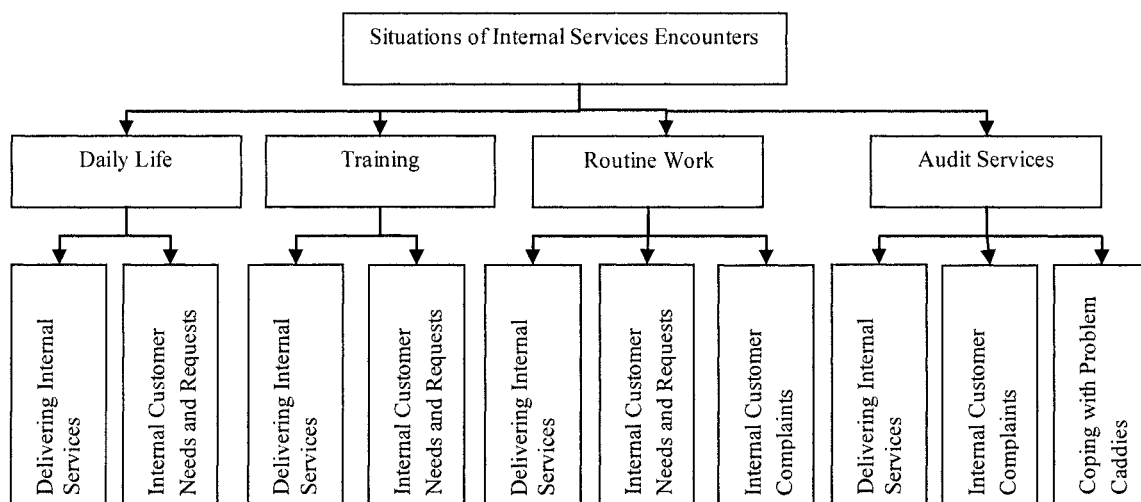
6.2 Situations of Internal Service Encounters

As analysed in Chapter Five, there are four situations to be found for internal service encounters between caddies and caddy managers. They are daily life, training, routine work and audit services. Davis (1993) outlined three types of internal services – *routinised workflow*; *support service and advice*; and *audit/evaluative services*. In different research contexts, there are different situations of specific internal service. In the Chinese golf industry, for caddies, support service and advice can be understood to embody providing food, accommodation and training to caddies. Thus, daily life and training actually can be understood as support service and advice. Three types of internal services can be adapted in the internal service encounter between caddies and caddies managers. In order to highlight the specific characteristics of internal service encounters in the Chinese golf industry, we will still label the situations as daily life, training, routine work and audit services.

In these situations, the internal service encounters are sub-categorized (figure 6.1). Daily life is divided into the same two themes. Training is divided into two themes delivering internal services and internal customer needs and requests. Routine work is divided into three themes: delivering internal services, internal customer needs and requests and internal customer complaints. Audit services are divided into three themes delivering audit services, complaint about audit services and coping with problem caddies. It can be seen there are four sub categories in total under the main situations: delivering internal services, internal customer needs and requests, internal customer complaints and coping with problem internal customers. In an external market, Zeithaml and Bitner (2000; Zeithaml & Bitner, 2003) categorizes service encounters and generalizes them to four common situations: recovery—employee response to service delivery system failures; adaptability—employee response to customer needs and requests; spontaneity—unprompted and unsolicited employee actions; coping—employee response to problem customers. These four themes are quite similar to the situations of internal service encounters, although they are more abstract. Recovery actually most of the time is to recover the customer complaints. The customer complaints can be understood as the reason for recovery and recovery can be understood as the aim of the customer complaints. So internal customer complaints and recovery can be understood the same theme for service encounters. In this research, we prefer to call it internal customer complaints. Adaptability is quite similar to customer needs and requests. Since adaptability is that service provider responds to the customer needs and requests, it is the aim of customer needs and requests, and customer needs and requests are the cause of adaptability. So adaptability and customer needs and requests actually are the similar theme. In this research, in order to make it easily understood, we prefer to label it as internal customer needs and requests. Spontaneity is the same as delivering internal services. They are unprompted and unsolicited service provider actions. In this research, we prefer to call this situation delivering

internal services. It not only includes delivering the services that the customer expected, but also includes delivering extra services that goes beyond the service context (the manager's job descriptions) and that the customer did not expect. For example, Case 1 and Case 2 in routine work section in the last chapter are concerned with delivering extra services. Coping with problem caddies is exactly the same as coping for external service encounters. It can be seen that the four themes (Zeithaml & Bitner, 2000; 2003) for external service encounters can be used in internal service encounters. Specific themes may depend on the service context. For example, raining in the Chinese golf industry has two themes delivering internal service and internal customer needs and requests. In general, these four themes can be used in internal service encounters in the Chinese golf industry.

Figure 6.1 Summary of Findings on Situations of Internal Service Encounters



Source: The Author

In other words, we can see that there are four themes of internal service encounters in Chinese golf clubs: daily life, training, routine work, and audit services. There are four types of service that need to be provided by caddy managers: delivering internal service, response to internal customer needs and requests, response to internal customer complaints and coping

with problem caddies (figure 6.1). However, each internal service theme may not involve all of these four services, and caddies need different services depending on the service theme. In general, these four services contain what the caddies need in all internal service encounter situations: daily life, training, routine work, and audit services.

6.3 Construction of the Role of Caddy Manager by Role Expectation and Role Response

Through the analysis made in Chapter Five, four situations of internal service encounters — daily life, training, routine work and audit services — are defined, and in these situations, the internal service encounters are sub-categorized as discussed above. Regarding a specific internal service encounter situation, the caddies have some expectations on the role of their manager, and their manager responds to these expectations accordingly. Thus, the role of supervisor is constructed in each internal service encounter by the caddies' role expectations and the supervisor's role response.

In general, during the caddies' daily life, the findings indicate *understanding, defending, caring about, securing safety, listening, flexibility, responsiveness and assistance* are items in constructing the role of the caddy manager.

The items of *competence, recognition, encouragement, consideration, understanding, fairness, professionalism, flexibility and communication* are that construct the role of caddy manager in internal service encounters about the caddies' training.

The findings also indicate that regarding the caddy's routine work, *consideration, listening, competence, communication, flexibility, fairness, explanation, responsiveness and understanding* are items in constructing the role of caddy manager in internal service encounters.

In the internal service encounter situation of audit services, the items of construction of the caddy manager's role are *empathy, flexibility, competence, fairness, listening, credibility, reliability*, creating a sense of *security, sympathy, understanding* and *responsiveness* in internal service encounters.

In summary, for internal service encounters between caddies and their managers, the following 20 items have been identified to construct the role of caddy manager: *assistance, caring, competence, consideration, communication, credibility, defending, encouragement, explanation, empathy, fairness, flexibility, listening, professionalism, responsiveness, recognition, reliability, security (securing safety and creating a sense of security), sympathy*, and *understanding*. Some of them overlap, such as communication which includes explanation and listening. They can be therefore further classified into fewer dimensions; in this case 9 dimensions: reliability, responsiveness, assurance, empathy, communication, consideration, fairness, recognition, and flexibility. They are discussed in the next section.

6.3.1 Dimension for Constructing Role of Caddy Managers in Internal Service Encounters

Professionalism, credibility, competence and reliability are merged into the dimension of *reliability* and are explained later. Defending and security are integrated into the dimension of *assurance*. Empathy, caring, assistance, understanding and sympathy are classified as the dimension of *empathy*. Recognition and encouragement can be seen as the dimension of *recognition*. Since explanation and listening are part of communication, they and communication together are listed into the dimension of *communication*. Other items such as *responsiveness, fairness, consideration* and *flexibility* are treated as separate dimensions. Thus, there are nine dimensions for constructing the role of caddy managers and they are discussed separately below.

Reliability

Reliability can be understood as the ability to perform the promised service dependably and accurately and includes consistency of performance. It includes professionalism, credibility and competence.

Competence here means the caddy manager's knowledge and skills for providing services to caddies. It covers a range of attributes such as professional skills, ability to manage and organize, and ability to recover problems in internal service delivery. The findings show that if the caddy knew that their manager applied his skills and knowledge in a professional way to solve the caddies' problems, this would enhance the manager's credibility. Since credibility is the quality of being believable or trustworthy, this would enhance the manager's reliability. So professionalism, credibility, competence and reliability are merged into the dimension of reliability.

Responsiveness

Responsiveness can be understood as a willingness to help caddies and provided prompt services in response to caddies' needs and complaints. It includes timeliness or promptness, willingness to go out of one's way to help.

Timeliness is a tangible and measurable dimension in the minds of evaluators. While specific time standards may not be in place, customers have a perception of the appropriate duration for a service provider to take action to deliver the service (Hui & Tse, 1996). In terms of the internal service encounters between caddies and caddy managers, timeliness (within the responsiveness) refers to caddy expectations relating to timeliness of meeting their needs and requests. Caddies have expectations with respect to prompt and reasonable answers to their problems that can directly or indirectly help them to provide good service to external

customer-golfers. To do something within a perceived reasonable time was seen as both ability and a duty for the manager, when providing services to caddies.

Willingness to go out of one's way to help is embodied by taking action to meet the caddies' requests or complaints. Managers trying their best to take prompt action to help the caddies shows that they have ability to help the caddies and that they care about them. Actually this dimension is linked to the dimension of competence and empathy that will be discussed later.

Assurance

Assurance means the knowledge and courtesy of the managers and their ability to inspire caddies' trust and confidence. It includes defending caddies and securing the safety of the caddies.

Empathy

Empathy can be understood as the manager providing caring, individualized attention to the caddies. In this research, it includes caring, assistance, understanding the caddies and sympathy. From the findings it can be seen as a very important item, it participates in constructing the role of managers in most situations.

Communication

Communication is defined as the ability of caddy manager to communicate with the caddies so that the caddies will understand them. Here it means communication by verbal language. Communication, actually including listening and being listened to, is an important dimension in constructing the role of caddies' managers and it is embodied in all four situations: daily life (Case 5), training (Case 8), routine work (Case 4, 6, 8, 11, 14, 20) and audit services (Case 5, 17, and 19.)

In this context, listening means that the manager proactively listens to the caddies' view. The manager actively enquires about the caddies' needs, wants and thoughts. Thus, they give the caddies opportunities to speak out. Actually, by enquiring and listening to caddies, caddies' involvement and participation could be encouraged, employee involvement and participation are part of the internal marketing aim (Ahmed & Rafiq, 2002). Regarding this dimension, caddies are normally satisfied with their managers, for example Case 5 on daily life and Case 6 on routine work. Sometimes, caddies actively speak to their manager about their requests and complaints. They need their manager to listen to them and consider what they said. On the other hand, the response of the managers who are unwilling to listen to the caddies and neglect their opinion would cause caddies' dissatisfaction such as Case 4 on routine work.

Being listened is that the caddies listen to the managers. In other words, the managers speak to the caddies. The most important thing is to explain to the caddies why they could not meet their requests or when they try to recover the caddies' complaints and to attain the caddies' understanding. This is because the zone of customers' service quality expectation can be widened if explanations are given and that customers will be flexible enough to allow for restrictive circumstances (Zeithaml & Bitner, 2003). Case 8 on training and Case 11 and 20 on routine work evidenced it. On the contrary, if the manager did not give explanations about the caddy's requests, even if they did meet their requests eventually, the caddy was still not satisfied with them because their requests were not met promptly. Case 14 on the routine work confirmed it. So in order to satisfy caddies, explanation is a very important item in the construction of the role of caddy managers.

Consideration

Consideration here means that the managers put themselves in the caddy's shoes, are kind and considerate to the caddies. Caddies have some difficulties, and the manager helps them

although this is beyond the managers' job description. This embodies the manager's consideration. The manager's consideration enhances caddie's satisfaction and constructs the role of caddy manager.

Fairness

Fairness means that the managers treat the caddies equally and fairly. In contrast with external service providers, the manager as internal service providers are very familiar with their internal customers — caddies. In addition, the caddies know each other very well. The caddies are concerned whether the managers treat them fairly. The findings show that fairness is very important in constructing the role of caddy managers.

Recognition

Recognition here includes recognizing the caddies' work competence and encouraging the caddies to build their confidence in improving their work skills. As Keller et al. (2006) argued, recognition can increase frontline employees self-worth and satisfaction.

Flexibility

Flexibility has been mentioned by Gronroos in one of the seven criteria of good perceived service quality: accessibility and flexibility. Typically, this dimension addressed whether the managers applied the rules of the club flexibly. In order to treat caddies reasonably, they have to be able to treat them differently depending on the circumstances. When the managers deliver audit services, flexibility is seen to be very important. When the manager showed flexibility, the caddy was satisfied as confirmed by Case 1 in audit services; when the manager showed limited flexibility, the caddies were unsatisfied as confirmed by Case 5 in audit services. In addition, in responding to the caddies' needs and requests, flexibility also

seems very important in construction of the role of manager as confirmed by Case 9 in training.

6.3.2 Comparison with SERVQUAL

As discussed in chapter 2, Parasuraman et al (1988) developed the SERVQUAL model to measure service quality. SERVQUAL consists of five dimensions: tangibles, reliability, responsiveness, assurance, empathy.

In this research, it can be seen four of the five dimensions of SERVQUAL (e.g. reliability, responsiveness, assurance and empathy) are embodied in the role expectations and role responses in internal service encounters between managers and caddies. The researcher did not find tangibles to be a direct dimension in the construction of the role of caddy manager. This might be because we explored the role of managers through encountering with caddies, and person-to-person encounters seldom involve tangible items such as physical facilities and equipment.

There are some differences in the meaning of four of the dimensions: reliability, responsiveness, assurance and empathy — as used in this research and those used in the SERVQUAL model.

For SERVQUAL, reliability is the ability to perform the promised service dependably and accurately. It mainly points to professionalism and does not include competence and credibility. Competence and credibility are classified in the dimension of assurance (see section 2.5.2.2). In this research, as discussed previously, reliability includes professionalism, credibility and competence. This is because the caddy managers show their credibility to the caddies by means of providing internal services with their skills and knowledge in a professional way.

The meaning of responsiveness is quite similar in both SERVQUAL and this research. It includes timeliness and going out of the way to help.

Empathy includes access, communication and understanding for SERVQUAL. In this research, communication is classified as a separate dimension. This is because the findings show communication between caddy managers and caddies in internal service encounters is very important in the construction of the role of caddy managers. As discussed previously, managers need to listen to the caddies by giving caddies opportunities to speak their view and being willing to listen to the caddies view; the manager needs to explain to the caddies to attain their understanding if they cannot meet the caddies' need. So in order to highlight the importance of communication, this research classifies communication as an independent dimension. Thus in this research, empathy includes caring, help, understanding and sympathy, but not communication.

For SERVQUAL, assurance consists of competence, courtesy, credibility and security. In this research, as discussed previously, competence and credibility are categorized into the dimension of reliability; assurance focuses more on security that is defending caddies, securing caddies' safety and creating a sense of security for caddies. Since managers and caddies have a long term relationship, the caddies' needs for defence and safety are more obvious than in the short term relationship such as is usual between external service providers and customers.

Apart for the above four dimensions and communication, which is independent from empathy, there are four more dimensions in this research—fairness, recognition, consideration and flexibility which are not included in the SERVQUAL model.

6.3.3 Comparison with Nordic Model of Service Quality

As discussed in Chapter Two, there are three dimensions of service quality in the Nordic model: the technical quality dimension, the corporate image and the functional quality dimension (Gronroos, 2007). Compared with the nine dimensions used in constructing the role of caddy manager, the seven criteria of these three dimensions are more abstract.

However, there are some similarities or links between them.

The technical quality dimension is defined as what the customer receives, and specifically points to professionalism and skills. For the internal service, the caddy managers' professionalism and skills are embodied by the interaction between caddies and managers. Although it focuses on the process of encounters, professionalism, skills and competence are the caddy managers' intangible products that are provided to the caddies through their encounters. When these items are presented to the caddies during the interaction process, they embody reliability to the caddies, so this research categorizes them within the dimension of reliability.

Corporate image consists of the criteria of reputation and credibility and Gronroos argues it is image-related. Actually, reputation and credibility are the outcome of encounters between caddy managers and caddies. Within the process of internal service encounter, managers show their reliability, responsiveness, assurance, empathy, and fairness, etc. to caddies. Thus, they build their reputation and credibility with caddies. So reputation and credibility are decided by the process of interaction between caddy manager and caddies, and they are the result of the process. So these criteria regarding corporate image are not the items in constructing the role of caddy managers.

The functional quality dimension includes four criteria: attitudes and behaviour; accessibility and flexibility; reliability and trustworthiness; service recovery and servicescape, and is

process-related. It mainly aims at interaction quality. So it is suitable for constructing satisfaction with the service process (Brady, 2001). Since this research focuses on the caddy manager's service quality in the internal service encounter, the dimensions (except for reliability) of constructing the role of caddy managers are quite similar to the functional quality dimension of the Nordic model but exclude servicescape.

Attitudes and behaviour is quite abstract but in this research they are concretely expressed by managers' empathy, communication, consideration and recognition. The criteria of accessibility and flexibility are the same as the dimension of flexibility in this research. Fairness and assurance in this research concretely embody the criteria of reliability and trustworthiness. In addition, in this research, reliability has different meanings and mainly points to the managers' professionalism and competence. In order to aid understanding and avoid confusion, the research uses the dimensions of fairness and assurance instead of reliability and trustworthiness. Responsiveness is the specific action for service recovery, and it is more directly and obviously present in the managers' behaviour when they interact with caddies for internal service encounters. This is why we use the dimension of responsiveness rather than service recovery like Gronroos. Gronroos also brings forward the criteria of Servicescape. Servicescape points to the physical surrounding and other aspects of the environment of the service. As mentioned above, this research mainly focuses on person-to-person interactions and are not concerned with encounters with tangible environment etc.

In summary, the five dimensions of SERVQUAL are unfixed, and the service dimensions may depend on the specific service context (Cook & Thompson, 2000; Jiang, Klein & Crampton, 2000). Similarly, for the Nordic model of service quality, *"in various industries and for various customers certain criteria are more important than other...there may in specific situations be other determinants of good quality that are not covered by these*

criteria” (Gronroos, 2007, 90). For this specific research context — the Chinese golf clubs, there are the nine dimensions in constructing the role of caddies manager. As discussed above, due to the specific research context, these nine dimensions have some differences from and similarities to the five dimension of the SERQUAL and Gronroos’ seven criteria.

6.4 Model Developed for Constructing Role of Caddy Managers

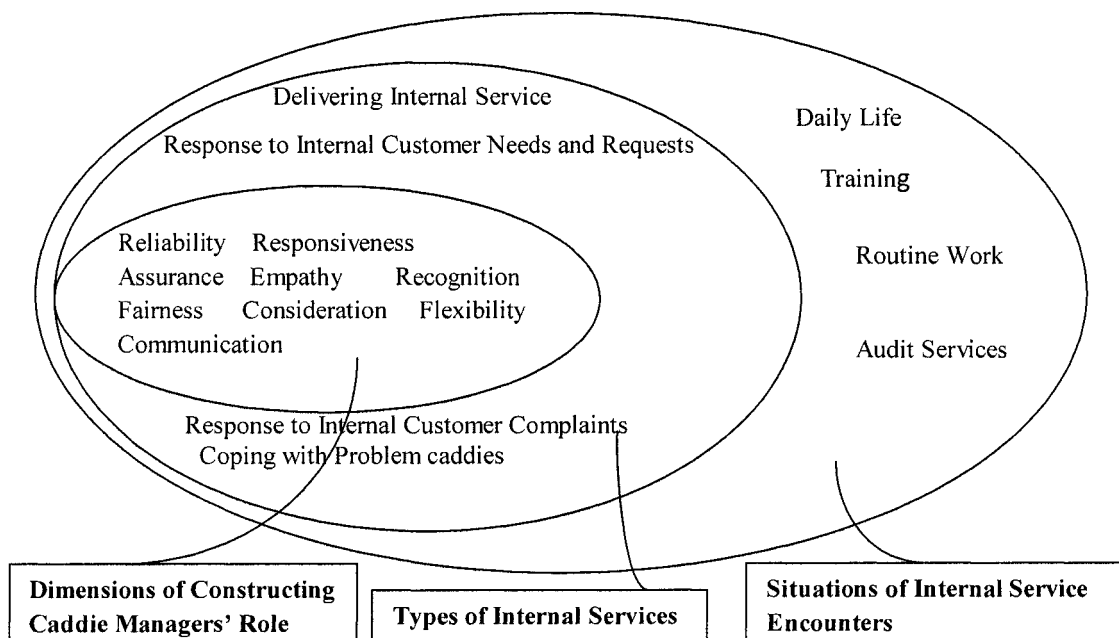
In general, this research finds that there are four situations for internal service encounters. Those are daily life, training, routine work and audit services. There are four services that need be provided in these situations: delivering internal services, response to internal customer needs and requests, response to internal customer complaints and coping with problem caddies. Nine dimensions construct the role of caddy manager to deliver these services. They are reliability (including professionalism, credibility, competence and reliability), responsiveness, assurance (defending, securing and assurance), empathy (caring, assistance, understanding, sympathy and empathy), recognition (recognition and encouragement), fairness, consideration, flexibility and communication (explanation, listening and communication). Based on the findings above, an onion model of constructing the role of caddy manager in internal service encounters can be developed (Figure 6.2).

This onion consists of three layers. The outer layer stands for the situations of internal service encounters. The middle layer stands for the types of service that need be provided in these situations; the inner layer stands for the dimensions used in constructing the role of caddy manager in internal service encounters in Chinese golf clubs. In short, this model summarizes the situations, the service that caddy managers provide, and the role that the caddy managers play. More details of the specific services the caddy managers provide in each situation and of how items are used in constructing the managers’ role in these specific

situations were discussed in previous chapter. The Table5.5 can be a guide for managers to understand their role and to make their role, in order to improve their service quality to caddies.

In summary, this chapter has discussed the findings in relationship with the past research; clarified the situations in which internal service encounters between managers and caddies take place in the Chinese golf industry; clarified the dimensions used in constructing the role of caddy managers in these situations; and developed an onion model for the role of caddy managers in internal service encounters, that can help the manager understand their role in interacting with caddies and to improve their service quality to caddies. The next chapter will conclude this research, discuss the contributions and implications of this study, and make recommendations for future research.

Figure 6.2: Situational Role of Caddy Managers in Internal Service



Source: The Author

Chapter Seven: Conclusions and Implications

7.1 Introduction

Since this chapter is about the conclusions of this research and its implications, firstly conclusions are made about the work undertaken in this research; then, the contribution of this study and its implications for practice are pointed out. The implications include the implications for caddy managers and management. Since this research is professional doctoral research, its contributions and implications for practice are particularly important. The contribution to theory follows. The limitations of this research are then acknowledged, followed by recommendations for future research.

7.2 Conclusions

This research, an internal marketing study, set out to explore the role of caddy managers in internal service encounters with caddies from a dyadic perspective (i.e. caddies' and caddy managers' perspective) in Chinese golf clubs. The aim was to gain insight into the intricacies of internal service encounters in person-to-person interactions between caddy managers and caddies, and into the role of caddy managers. The research objectives were:

1. To explore the situations of internal service encounters between managers and caddies in the Chinese golf industry.
2. In each internal service encounter situation, to explore the role of managers from dyadic perspectives (managers perspective and caddies perspective)
 - What is the role expectation, i.e. what expectations do caddies have of the manager role?

- How do managers respond to these expectations (role response)?
3. To develop a model that helps managers to understand their role and construct their role, in order to improve their internal service quality to caddies.

The conceptual framework utilised in this study is based on internal marketing assumption — treating caddy managers as internal service provider and treating caddies as internal customers (Ahmed and Rafiq, 2002); McHugh's (1968) situational definition that links to the first research objective; and Hewitt's (1991) symbolic interactionist perspective situation roles that links to the second research objective. Taking a social constructionist standpoint, this research unravelled the complexities of the manager role's constructions in their interactions with caddies. Studying from the standpoint of a symbolic interpretivist, it interprets what the situations of the internal service encounters between caddies and their managers are, how the managers' role is constructed and why it is constructed that way. Using storytelling and CIT techniques in multiple case studies helped to elicit verbatim stories about experience of internal service encounters from caddy managers and caddies. Narrative analysis was used to study the participants' perspectives on the meaning of internal service encounters between managers and caddies. It not only explored the expectations of caddies and the relevant responses of managers in internal service encounters, but also probed for depth and looked beyond the surface in understanding what has led service encounters be remembered as either favourably or unfavourably. This is principally what this research is trying to achieve.

The findings show that some participants, especially caddy managers from club B have a strong hierarchy consciousness instead of service consciousness. The objective of internal marketing is to get motivated and customer-conscious employees (Gronroos, 1981). This

showed that it is necessary to use an internal marketing perspective to carry on this research, in order to build service consciousness and break down hierarchy consciousness.

The findings also answered the question about internal marketing “whether the needs of external customers have primacy over those of the employees”(Ahmed & Rafiq, 2002, p5).

This research found that caddy managers try to meet caddy needs. However, when there were conflicts between the caddies’ needs and golfers’ needs, the caddy managers put the golfers’ needs first. So, this confirms that external customers, as end customers, still have primacy over employees.

The findings of this research revealed the situations of internal service encounters between caddies and their managers, and the dimensions that construct the role of caddy manager. The following conclusions highlight the key findings of this research.

7.2.1 Situation Definition

The findings of this research have revealed four situations of internal service encounters and in each situation, there are specific service needs to be provided to caddies (see figure 6.1).

These four situations are considered noteworthy as they encompass most of the internal service encounters between caddies and their managers.

Out of four types of internal service encounters, routine work and audit services have the highest number of internal service encounters recalled by participants (see Table 5.5). This provides that evidence that interactions between caddy managers and caddies regarding routine work and audit services are high density. These two types of service encounters appear to be vital, and seem to be more important for constructing the role of caddy managers.

The findings hint how to positively construct the situational role (i.e. role expectations and role response) and how to avoid negatively constructing the situational role in each defined situation of internal service encounter. This is because the findings show that, even when the service encounter is similar, different ways of constructing the role have led to favourable or unfavourable outcomes.

7.2.2 Symbolic Interactionist Role Construction: Role Expectations and Role Responses

This research has verified McHugh's (1968) situational definition and Mead's (1934) symbolic interactionist role theory. More specifically, in a defined situation, the role responses of caddy managers are shaped to a great extent by the role expectations of caddies toward them. Caddy managers understand caddies' expectations of their roles through role taking. That is, the managers interpret symbols from caddies such as verbal language and body languages etc, and understand what expectation the caddies have. Managers respond to caddies' expectations, according to their interpretations of those expectations, and their understanding of their role, and this process is called role making (Mead, 1934; Blumer, 1969; Stryker & Statham, 1985).

This research has also confirmed that in each defined service encounter, caddies' role expectations and caddy managers' role responses are associated, and that an internal service encounter is a dyadic interaction between these two. So in each service encounter the construction of the role of caddy manager and the construction of the role of caddy are interdependent. Without the role of caddy, the role of caddy manager makes no sense. So this research confirmed that exploring the role of caddy managers from a dyadic perspective is necessary.

From a dyadic perspective, nine dimensions used in constructing the role of caddy managers

were found. Detailed conclusions about the role expectations of caddies and role responses of caddy manager in each defined situation were presented in table 5.5. Further, an onion model of the role of caddy managers in internal service encounters was developed (see figure 6.2). In summary, the findings can help the manager to understand their role in interacting with caddies, and to improve their service quality to caddies.

7.3 Contributions to and Implications for Business Practice

Evidently, the findings of this research have contributed to practice, context and theory, especially business practice since it is a professional doctoral research. The following details the specific contributions and implications for the business practice.

7.3.1 Contribution to Professional Practice

This research contributes significantly to professional practice. It comes from the author's professional experience and its outcome will be used in business practice.

It extended the service encounter behaviour framework to the Chinese golf industry. There have been no previous studies conducted in this sector.

As introduced in Chapter One, in the Chinese golf industry, clubs focus on customer satisfaction but neglect the satisfaction of customer-contact employees — caddies' satisfaction. In fact, past researches verify that customer-contact employees' satisfaction has a significant influence on customers' satisfaction. The outcome of this research could help the management team to manage the internal service encounters between managers and caddies in order to improve caddies' satisfaction during service encounters in the Chinese golf industry. Thus, this research could help to improve golfers' satisfaction by improving caddies' satisfaction.

At the same time, this research used an internal marketing perspective, and the object of internal marketing is to get motivated and customer-conscious employees (Gronroos, 1981), hence, internal marketing constitutes a new culture: a service orientation culture (Ahmed & Rafiq, 2002; Kotler, Bowen & Makens, 2003) and it requires the core of all the organisation's activities to be customer orientation. So this research could help Chinese golf clubs to build customer and service consciousness into their organisational culture.

In addition, from the results of this research, a guide to constructing the role of caddy managers has been developed based on the context of this research (see table 5.5). This guide is not a rule book or a blueprint but serves as a tool to facilitate caddy managers' management of internal service encounters to satisfy the caddies.

7.3.2 Implications

This section considers the implications that the findings of this research have for individuals and organisations. However, as highlighted above, the aim of this research is not to generalise; instead it seeks to use the data gathered from empirical research to propose a guide that might be adopted within caddy management in the Chinese golf industry.

7.3.2.1 Implications for Individuals

This research could help participants to identify in a specific situation what the caddy expected from their manager, and how the manager responded to the caddy's expectations and whether the caddy was satisfied with the outcome. This research analysed and categorized the situations of internal service encounters and explored the role of caddies' managers by role expectation and role response, and then developed a guide (table 5.5) to the construction of the role of caddy manager. This guide can help caddy managers to clarify the situations of interaction between them and caddies; in each situation, the caddy managers can see what the caddy expects of them and how they can respond to satisfy the caddies and what

kind of response can lead to making the caddies unhappy. Thus, the research can help the caddy manager to construct their role to meet the caddies' needs. In summary, the guide to constructing the role of caddy manager will be useful to new or experienced caddy managers wishing to understand the expectations of caddies and the possible role responses they can make in a defined service encounter. This is because the situations covered in this research's internal service encounters encompass a wide range of different service encounters that managers would come across in a typical situation and they are real-life issues (expectations) together with realistic solutions (role responses). In other words, the construction of the caddy manager role can also be a source for bringing to light issues and problems as well as giving ideas and suggestions for possible solutions.

7.3.2.2 Implications for Organisations

This research found that in the organisations accessed, especially in Club B, the managers have strong hierarchy consciousness and it is an important element leading unfavourable service encounters between caddies and caddy managers. It confirmed previous findings (section 2.3.3) that hierarchy consciousness enhanced the manager's self-centredness and sense of superiority consciousness and weakened the employees' participation, autonomy and creativity, and also confirmed hierarchy consciousness of manager hindered their and the caddies' service consciousness. Since one of the objectives of internal marketing is to develop an organisation's service consciousness, this research can help Chinese golf clubs to develop service consciousness and weaken hierarchy consciousness. More specifically, the findings of this study should change the views of Chinese golf clubs towards caddy management so that there is an increasing tendency for them to view caddies as internal customers and to try to meet caddy requirements.

Thus, it is suggested that Chinese golf clubs should make explicit efforts to building an internal marketing culture and be encouraged to develop a service consciousness within organisations.

This research explored the construction of the role of caddy managers. By understanding how the role of caddy managers is constructed in specific situations, it is hoped that these findings will be able to assist Chinese golf clubs in recruiting and training caddy managers. This is because understanding the construction of caddy manager's role highlights the demands and expectations of caddies. This means that Chinese golf clubs should openly acknowledge the contributions that the role of caddy managers makes to caddies' satisfaction. The findings set out criteria to and offer simple suggestions to Chinese golf clubs on the criteria for constructing favourable internal service to caddies, as this gives a true picture of the moment of truth; the actual internal service encounter. So, this information gives management guidance such as nine dimensions for recruiting people as caddy managers and how to train caddy managers. In other words, by using these the findings, the management can identify the training needs of caddy managers, thereby offering effective training to improve the quality of the internal service provided to caddies as well as improving the service experience of caddies. Apart from training, management can also look into the ways in which they can support caddy managers to be more effective and efficient at delivering internal service to caddies.

Thus, the outcome of this research, such as the findings (Table 5.5) and the model (Figure 6.2) developed, can help management to manage internal service encounters effectively and efficiently or design a system that caters to the needs of caddies, thus enhancing their job satisfaction.

7.4 Contributions to Theory

This research has also contributed to theory. It can be seen in many ways that the findings are supported by past research and the conceptual framework of this research. However, these findings also offer unique contributions towards theory.

First, although past research has acknowledged that a service encounter involved two parties, most studies have been carried out from one perspective only either service providers or customers. This research studied both sides, that is, it was carried out from a dyadic perspective: both internal service providers and internal customers.

Second, few past studies concentrate on internal service encounters and most of them centre on external service encounters. So this research applied service encounters into internal marketing, that is, it focused on internal service encounters.

Third, no researchers have studied internal service management in the Chinese golf industry, and this study addresses this research gap.

In addition, it has confirmed the work of Hewitt (1991) and McHugh (1968) on the situational role guiding the construction of the role of caddy manager. That is, the role of caddy managers is greatly shaped by the defining situation, influencing the role-taking and the role making as collaborators in an internal service encounter. As discussed previously, it verified the role theory of Hewitt (1991) and McHugh (1968). Although these authors work from a social psychology perspective, the results have indicated that this can be used to understand internal service encounter behaviour in the service literature. Hence, the findings of this research suggest that role theory of Mead's (1934) and McHugh's (1968) role theory can be adapted or reframed to supplement the existing service literature to develop greater

sophistication in the study of services management dealing with role construction through person-to-person internal service encounters from a dyadic perspective.

7.5 Limitations of the Research

Every study has limitations (Taylor-Penner, 2003), and this research is no exception.

Therefore, before identifying some possibilities for further research, this section highlights some limitations of the current project.

One of the limitations is that the findings cannot be generalised.

The findings of this research afford a window into constructing the role of caddy managers through internal service encounters between caddies and caddy managers. This research was conducted in two organisations in the Chinese golf industry. So, the findings are restricted to the specific context of this research. However, qualitative methodology contributes to thick and rich data and it gives an understanding of the phenomena under study within the context of the research. Therefore, readers can decide and make their own generalisations. This research has included plenty of context and detailed descriptions of internal service encounters and the construction of the role of caddy managers. From this detailed information, the readers or users can identify whatever is helpful and adapt it to the context in which they wish to use it. Thus, the findings may have some commonalities but they cannot be generalised across the sector.

In addition, this research only focuses on certain aspects of the internal service delivered by the managers of caddies, but it is also believed that other aspects of internal services such as work environment, the relationship between backroom staff (i.e. administrators) and caddies, etc, are also important for the overall internal service quality that enhances caddies satisfaction. However, in order for this research to be deeper and more manageable, this study has concerned itself only with the role of caddy managers interacting with caddies.

7.6 Possibilities for Further Study

The research offers the role of caddy managers as a gateway to the understanding of internal service behaviour in person-to-person service encounters between caddies and managers.

This study's findings contribute to acknowledging by providing insights into the internal service encounters of caddies and caddy managers and helping caddy managers to improve their service quality to the caddies. In addition to gaining insights into the role of caddy managers, this study's findings may serve as an underpinning for future research focused on developing much-needed frameworks and guidelines that support the careful nurturing of internal service encounters in the Chinese golf industry to encourage and enhance customer-contact employees' satisfaction. The following are some recommendations for further research that emerge from this study.

- As discussed previously, an internal service encounter between caddy managers and caddies is dyadic. In each service encounter, the role of caddy manager is interdependent with the role of caddy. Without the role of caddy, the role of caddy managers would make no sense. Since we have explored the construction of the caddy manager's role, we may need to explore the construction of the caddy's role.
- This research has indicated that routine work and audit services were most discussed by participants. This implies that they are the two main internal service encounters between caddies and their managers. Hence, it is proposed that further research should be conducted to gain further understanding of these two situations in order to overcome the issues based on them, and so to lead to favourable internal service encounters where caddies know what to expect and caddy managers know how to handle or cope with the workload.

- There are two kinds of internal service encounters for caddies: encounters with their managers and encounters with back-room employees. That means in a club there are two kind of internal service providers for caddies. Since encounters with caddy managers have been explored, it is proposed that further research should be conducted to explore the internal service encounters between caddies and their back-room employees in order to improve the satisfaction of internal customers — caddies' satisfaction.

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Appendix One: The Participants' Profile

No	Name of Interviewee*	Status	Club*	Year of having join the club	Note
1	Annie	Caddy	A	>2 years	
2	Andrew	Caddy	A	2 years	
3	Ben	Caddy	A	2.5 years	Group Leader, before joined the club, worked as a caddie in Wuhan
4	Julie	Caddy	A	3 years	Part time
5	Geoff	Caddy	A	1 year	
6	Ian	Caddy	A	>2 years	
7	Gill	Caddy	A	2 years	
8	Lisa	Caddy	A	>1 year	
9	Clair	Caddy	A	2 years	
10	Peter	Caddy	A	3 years	Group Leader
11	Jon	Manager	A	>4 years	Worked as caddie in another club for many years
12	Linda	Caddy	B	1 year	
13	Angela	Caddy	B	>2 years	
14	Ruth	Caddy	B	>2 years	
15	Vivian	Caddy	B	>2 years	
16	Diane	Caddy	B	>2 year	
17	Ruth	Caddy	B	2 year	
18	Helen	Caddie	B	<5 months	
19	Jane	Caddie	B	1 year	Group leader, worked for Club A for three years
20	Naomi	Caddie	B	2 years	
21	Anderson	Manager	B	>2 years	In charge of caddie training
22	Brian	Manager	B	>2 years	In charge of caddie routine job
23	Tony	Manager	B	>2 years	Marshal, checking caddie's job

*Pseudonym

Appendix Two: Number of Service Encounters Recited by each Participant

Name of Participant*	Situation of Service Encounters										Number of Service Encounter recounted by each participant
	Daily life		Training		Routine work			Audit Services			
	DIS	ICR	DIS	ICR	DIS	ICR	ICC	DIS	ICC	CPC	
Annie			2			1		2			5
Andrew							1	1			2
Ben			1			1					2
Julie					2	1					3
Geoff						1					1
Ian				1			1				2
Gill					1	1					2
Lisa						1					1
Clair								1			1
Peter										1	1
Linda		1			1				1		3
Angela						1		1			2
Rose			1				1	3			5
Vivian	1							1		1	3
Helen	1										1
Jane									1		1
Naomi	1	1									2
Diane				1			1				2
Ruth					1						1
Jon					1	1	2	1		1	6
Anderson	1	1	1	1	1		1				6
Brian	1		1		1			1	1	1	6
Tony								1			1
Subtotal	5	3	6	3	8	8	7	12	3	4	59
Total	8		9		23			19			59

DIS: Delivering Internal Services

ICR: Internal Customer Requirements

ICC: Internal Customer Complaints

CPC: Coping with Problem Customers

*Pseudonym